



Positive Behaviour Policy

Reviewed by:	Mrs Downes
Date:	January 2026
Review Date:	January 2027

At Batchley we use kind hands, kind feet and kind words as we learn and play together. Alongside this, we teach the children to respect everyone and everything. This ensures that we are always ready, respectful and safe to learn and play within the school environment.

However, this model only works if a good example is set by everyone in the school environment.

At Batchley it is a team approach, it is a nurturing approach and we all have a positive contribution to make and everyone is valued.

Good behaviour – we all have to work together as we are a team.

- We set high standards
- We apply expectations firmly and fairly
- We expect to give and to receive respect
- We treat everyone as an individual

At Batchley we are all VIPS – valued, inspired, Prepared, Safe



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Good relationships are vital, between everyone and at every level.

- We take the initiative
- We greet and are greeted
- We smile and relate
- We communicate

Problems – we recognise that there will be problems. This is normal where children are learning and testing what is acceptable behaviour.

- We listen
- We establish the facts
- We judge only when certain
- We ensure consequences are always appropriate
- We PIP and RIP wherever possible. Praise in public, reprimand in private.

We separate the problem from the child by making it clear that it's the behaviour we are unhappy with and not the child. We always talk to children about their behaviour. All adults follow our script to ensure a calm and consistent approach. See Appendix 1.

The School Building (classrooms, school hall, corridors and playgrounds)

It is a team approach. All informal contact with children contributes to standards of behaviour. We control that behaviour by taking the initiative at every opportunity.

- All behaviour will be acknowledged and dealt with appropriately
- We set high standards of speech, manner and dress
- We follow agreed school routines i.e. in the playground putting away equipment etc. movement around school; entering the hall for assembly in a calm and quiet manner.

In the classroom we create a positive, supportive and secure environment.

- We are prepared for the lesson and learning
- We keep everyone engaged and interested
- We challenge and motivate our children
- We keep an attractive, clean and tidy room
- We encourage creative talk
- We set classroom routines and insist on them
- We acknowledge the social health of the class
- We have 3 rules – kind hands, kind feet and kind words whilst respecting everyone and everything
- We recognise positive behaviour

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At Batchley we believe that:

- Positive expectations are the key to successful classroom behaviour management
- The manner in which we respond to pupils' behaviour impacts upon their self-esteem and success in school.
- An assertive response style is our favoured approach, in which the teacher clearly, confidently and consistently states expectations to pupils and is prepared to back up these words with actions – we follow our Batchley Behaviour Script.
- Pupils learn to trust and respect an assertive teacher because they clearly know the parameters that have been set for acceptable and unacceptable behaviour

Positive Recognition

At Batchley, we firmly believe in the value of behaviour for learning and a great deal of emphasis is placed on the importance of working together as a community of learners in each class to achieve this.

We have recognition systems where the class work towards an agreed celebration using dojo points. The children are in four houses and they are rewarded through house points which results in house celebrations. We have a Friday Celebration Assembly to acknowledge good learning and on a Monday we have Golden Table to celebrate good manners, politeness and the ability to demonstrate the school rules.

Consequences

In school as a rule:

All of our children are well behaved most of the time and this is because of our consistent, positive and calm approach from all staff. This ensures that our school is a safe and happy place where everyone and everything is valued. This positive atmosphere ensures that all of the children are able to learn and achieve to the best of their ability most of the time.

The usual consequence is a 'giving' of an amount of time appropriate to the age of the child

e.g. 5 minutes of playtime for a child aged 5

This giving time will mostly be spent reflecting or having a restorative conversation with an adult. A reflection will be completed with the emphasis on the discussion around resolving the issue.

Some consequences are more serious than others – this means they can only be applied by the SLT and some can only be applied by the Headteacher. This might involve: Removal from class (using the red triangle), internal exclusion or in very small instances a suspension or permanent exclusion.

The school will always work in line with Guidance from: DfE Behaviour in Schools 2024 Document Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England

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Challenging Behaviour

Children with complex needs may display challenging behaviour. We work with other professionals (e.g. PRU, CCN, WEST Team) to create individual behaviour support plans and ensure appropriate interventions are in place to support these children.

Restorative Conversations

We follow up unwanted behaviour with restorative conversations with the children involved.

We use strategies to help the children to recognise how their behaviour impacts other people and what they can do differently.

Reported Incidents

We complete records of unacceptable behaviour on BROMCOM and monitor any trends. Serious behaviour incidents are logged on MyConcern. These incidents are discussed with parents. Children with challenging behaviour are recorded on the ABC recording system and are monitored by the behaviour lead.

Home and School Partnership

We acknowledge that school and home need to work in partnership and parents are expected to support the school in the implementation of this policy. We share positive behaviour with parents not just worries or concerns. Postcards can be sent to parents as recognition of good behaviour and school weekly newsletters acknowledge the stars of the week and golden table children.

Reasonable force, screening, searching and confiscation

School staff can use reasonable force in certain circumstances, normally to keep children safe or to stop damage occurring. These circumstances are likely to be extreme and infrequent. (See separate policy). We do not use screening at Batchley First School. But the school follows guidance outlined in DfE Advice, 2024.

Beyond the school gate

The responsibility for our children's development is shared by the home and school. The School may apply a consequence for behaviour outside of the school premises e.g. when children are taking part in a school-organised activity, travelling to and from school, wearing school uniform or identifiable in some other way as a pupil at the school. The School also can implement a consequence if misbehaviour outside school could adversely affect the orderly running or reputation of Batchley First and Nursery School or pose a threat to another one of our children or member of the public. Where non-criminal bad behaviour outside school is witnessed by a member of staff or reported to the School, the School would normally liaise with parents and consequences would be decided on a case-by-case basis. The School values its partnership with parents and we will always work together to implement this.

There is a school code of conduct that parents agree to when sending their child to Batchley First and Nursery School.

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Appendix 1

Positive Behaviour Scripting

At Batchley

A – Notice the behaviour

B – Give a warning

C – Take a moment

D – Last chance – use the script

E – Restorative conversation

Our script (30 second interaction) – low, calm voice; side by side at child's level; smile

1.Say their name

2.State the noticed behaviour

3.Peg to a rule

4.Tell them the consequence

5.Tell them a positive experience with them

6.Clarity you will return after take up time

7.Thank them for listening



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If children answer back stick to the script – deal with the primary issue not secondary actions

Be that as it may...

There may be some truth in that, but...

You might be right, but your behaviour...

I hear what you are saying...

Children don't feel safe if the teacher is not in control of the learning and the class room management.

PIP and RIP

Praise In Public

Reprimand In Private

Example

Sarah,

I have noticed you are not concentrating on your task.

You know at Batchley we have a ready to learn rules.

You know now that you will stay in for _ minutes at playtime.

I know how hard you worked on your division problems yesterday.

I will come back and check all is well shortly.

Thank you for listening



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Name,

I have noticed...

You know at Batchley we
have a ...rule.

You know now that you
will...consequence

A positive.

I will come back and check
all is well shortly.

Thank you for listening