

Positive Behaviour Policy



SEPTEMBER 2025

Approved at committee:	1 st October 2025
Adopted & ratified by full governing body:	1 st October 2025

POSITIVE BEHAVIOUR POLICY

OUR CHRISTIAN VISION

‘To be the best we can in the sight of God’

Inspired by St Paul’s teaching ‘You are all one in Christ’ (Galations 3:28)

We aspire for everyone in our school family to be accepted and be accepting, welcoming all. To be a community that treats others equally, with respect and kindness. To be aspirational, having hope and celebrating the value and purpose of our unique abilities. To love learning and to embrace new experiences and challenges with courage and creativity, as we become the best version of ourselves. We want to promote peace. To love and serve our diverse local and global community, making a difference for others.

OUR SIX AIMS

Aim 1: (Standards) To ensure that each child achieves their highest standard and makes good progress in all areas of school life.

Aim 2: (Teaching and Learning) To provide pupils with high quality teaching in order to meet each child’s learning needs by means of a broad, balanced curriculum.

Aim 3: (Environment) To provide a secure, well resourced, high quality learning environment.

Aim 4: (Management) To support the work of the school by effective management of finance, curriculum, administration and personnel.

Aim 5: (Ethos) To create a happy, positive, inclusive school culture in which to promote our children’s spiritual, moral, social and cultural development and in which all children feel valued.

Aim 6: (Partnership) To promote a mutually supportive learning partnership with governors /parents and to extend children’s skills and interests to the wider community.

INTRODUCTION

Everybody who is associated within St Thomas’ Leesfield School wants it to be a place where each child can learn and grow in a calm and safe Christian atmosphere, a place where people care for each other and our environment and where strong, positive relationships are formed. To make sure this happens we need to ensure that we create a happy, positive, inclusive school culture in which to promote our children’s moral development (see Aim 5). We promote tolerance and mutual respect within the British values, encouraging children to make reflective choices. (see Aim 5) A happy school is where quality teaching and learning can occur (see Aim 2) thus each child will be able to strive for the highest standards. We know that learning and teaching cannot take place without appropriate behaviour. We should **reward and praise** all forms of **positive behaviour**. This policy explains how we try to encourage positive behaviour in our school.

ALWAYS EXPECTATIONS

St Thomas' Leesfield School employs strategies to help develop self-discipline and this in turn helps to foster good relationships and high self-esteem. Through putting our policy into practice this enables children and staff to be happy, confident and at ease. We encourage everyone to implement the Always Expectations fairly and consistently and to promote good behaviour in a positive way within the ethos of hard work, care, commitment and responsibility.

In order to achieve high expectations and positive behaviour there has to be a structure of rewards that encourage the children to choose and maintain acceptable behaviour.

Children and staff in each class discuss the Always Expectations: they are displayed in the classroom and are constantly referred to by all. The expectations are promoted around three key areas worded: **READY, RESPECTFUL, SAFE**. Children whose behaviour shows their commitment to the Always Expectations at all times and in all places, are awarded an 'Always Badge'. This title and status entitles certain privileges and carries huge esteem, which is reinforced and commented upon by staff and children.

Year 6 'Always' children wear Prefect Badges, which signals to others that they uphold the values of the Always Expectations **and** make themselves available to help and support others.

The following rewards produce a consistency to be recognised by all children from Reception to Year 6. We focus upon **recognising and promoting** children's positive behaviour and work.

REWARDING GOOD BEHAVIOUR AND GOOD WORK (not an exhaustive list...some examples that work in our school)

- Non-verbal recognition e.g. smile/nod/squeeze of shoulders/pats on back/thumbs up.
- Verbal public recognition by any member of staff.
- Gaining the Always/Prefect badge (blue/yellow/green/red depending on house colour) from the Headteacher with lots of verbal praise.
- Always class time with fun session/treat. These can be weekly, monthly or half-termly at the class teacher's discretion.
- Quality and Quantity Champions (suggestion from School Council). Teaching staff to praise groups that produce work of outstanding quality and quantity – this could come with privileges such as house points, leaving for break/lunch first, etc.
- ALWAYS have quality learning on display in classroom – display open topic and maths books with notes saying why it has been chosen for display.
- Superstar of the day, Mathlete of the day, Tidy table award, Star of the day – 2-3 house points awarded by class staff or a big badge to wear!

- Sparkle board – children are named for a reason on your class Sparkle board...a little gift is chosen from the Sparkle box at the end of the week to acknowledge how this child(ren) has sparkled!
- As above...but called 'The Big Eye'...names of children added to the big eye for being seen to do something very positive!
- Continuously praising the good where possible e.g. thank you for sitting so nicely and waiting patiently.
- Praise children who always wear their Always Badge – non P.E. days and P.E. uniform days. Award extra house points once in a while for those children wearing their badge with pride.
- School acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring badges and certificates that have been gained through hobbies or out of school activities to be presented in Achievement assembly.
- House points /stars awarded to Rec - Y6 – graded certificates awarded in Friday's collective worship celebration. Teacher keeps a running total (in a book) and every Friday afternoon the Y6 Prefects collect the house points from each class – each class has a **fresh house points board up each Monday morning (Y2-Y6)**

Years 2 – 6

25 = Bronze
 60 = Silver
 100 = Gold
 150 = Emerald
 210 = Diamond
 300 = Platinum
 420 = Double Diamond

Reception/Year 1

10, 15, 20, 25, 30, 35, 40 and 45 star certificate awards - displayed on classroom wall as stars building up on each certificate.

- House points to be totalled each Monday am in preparation for Monday's pm assembly. Team award system (all classes).
- Positive messages to parent in planners/home-school books.
- 'You've Been Spotted' awards given out in the weekly Collective Celebration and Worship...put your nominations in the box in the hall.... all staff contribute to this on a little and often basis.
- When whole class become Always Children – special one-off treat eg extra playtime!
- Special awards sent home through post - send via Head please so that they can be in the loop and signed.
- Selecting the 'Always' children for 'jobs'.
- Phone call home to share good news with parents.

- Photographs and newspaper cuttings of things we are proud of on display around school/website/photo book.
- Always Always treats – each half-term for those children who always keep their badge – non-Always Always continue with usual school work with teacher/TA.
- At lunch time, children will be given ‘Tokens’ for demonstrating good behaviour. These go into a jar/tube and each week, the house with the highest number of coins is the winner. At the end of the half-term, the house with the most weekly wins will receive a house reward.

HOW WE DEAL WITH UNACCEPTABLE BEHAVIOUR/UNACCEPTABLE WORK

St Thomas’ Leesfield uses a consistent, staged approach to managing unacceptable behaviour or work. The aim is always to support children to make positive choices, restore relationships, and re-engage successfully with learning. Staff use professional judgement and apply reasonable adjustments where appropriate.

Tier 1 – Gentle, Early Interventions (Low-level behaviours)

These strategies are used to quietly redirect behaviour without disrupting learning. Staff may use:

- Non-verbal prompts (e.g. eye contact, “the look”, shake of the head, physical prompt such as a light shoulder tap).
- Saying the child’s name calmly to re-focus them.
- A quiet, private verbal reminder of the *Always Expectations* (Ready, Respectful, Safe).
- Immediate praise of nearby positive behaviour to encourage imitation.
- Moving the child to a quiet workspace within the classroom for a short “cool-down.”

If behaviour improves, the child returns to learning with no further consequence.

Tier 2 – Classroom Consequences (When low-level behaviour continues or work is unacceptable)

If reminders do not result in improved behaviour or work, staff move to a clearer consequence stage.

Possible actions include:

- **Verbal warning** whereby children are informed that if the behaviour continues there will be a consequence.
- **First Yellow Card:** clear warning that behaviour is not acceptable.
- **Second Yellow Card:** final warning before a red card.
- **Lost Learning Time:** child makes up missed work during lunchtime with class staff supervising.
- **Repetition of learning/WALT** where work is incomplete or does not meet expectations despite support.
- **Recording the incident in a private class log**, e.g. CPOMS, behaviour logs, or paper systems.

- **Brief conversation at end of lesson** to discuss expectations and next steps. The aim of this stage is to allow the child to get back on track as quickly as possible.

Tier 3 – Significant Consequence (Red Card & Badge Loss)

If behaviour continues after Tier 2, or if there is a more serious one-off incident:

Actions may include:

- **Red Card issued – loss of Always/Prefect Badge.**
- Child speaks with the **Headteacher/SLT** about why the badge has been lost.
- For younger pupils, staff may accompany them to ensure clarity and support.
- **‘Think Again’ session** at break or lunchtime if behaviour continues after badge loss.
- **Temporary relocation to partner class** to allow time to reset away from peers.
- **Personalised “Always Expectations” plan** for an agreed period to support improvement.
- **Class teacher and Learning Mentor/SLT consultation** for new strategies or increased support.
- **Buddying** with a positive role model if appropriate.

Parents may be informed at this stage, depending on the nature or frequency of incidents.

Tier 4 – Escalation and Parental Involvement (Persistent or repeated behaviours)

Used when behaviour has not improved through earlier tiers, or concerns are escalating.

Actions include:

- **Parent contact** – note in planner, face-to-face chat, or phone call.
- Shared strategies agreed between home and school.
- **Restorative conversation** to repair relationships or discuss impact.
- **“Catch them being good” approach** to actively notice and reinforce positive choices.
- **Visual progress trackers** (e.g. Always Boards) for “yo-yo” children to show small steps of success.
- **Use of support staff time** directed specifically to help behaviour improvement.
- **Circle time / social stories** to address emerging themes or social difficulties.
- If concerns persist, staff may involve:
 - **Learning Mentor**
 - **SENCo**
 - **Outside agencies**, with parental consent where appropriate.

Tier 5 – Serious Behaviour Incidents

For behaviours that are unsafe, discriminatory, or significantly impact others, actions may include:

- Immediate referral to **SLT / Headteacher**.
- **Zero tolerance for hate incidents** (racism, homophobia, ableism, etc.).
- Removal from class for a sustained period.
- **Home–school behaviour contract** agreed between parents, child, and school.
- **After-school detention** (until 4:15pm) with parental agreement.

- **Involvement of external agencies** where appropriate (e.g. Behaviour Support, Early Help).
- **Tier 6 – Suspension or Exclusion (Last Resort)**

Used only when:

- A child has repeatedly not responded to earlier stages, or
- A serious incident has occurred that puts others at risk.

The school follows Oldham LA and Diocese guidelines and communicates clearly with parents and governors in all cases.

Concerns that raise safeguarding indicators will be passed to the Designated Safeguarding Lead according to the school's Safeguarding Policy.

SPECIAL EDUCATIONAL NEEDS

Differentiation and adaptations are always in place for the children at St Thomas' Leesfield Primary School to help promote the appropriate behaviour, avoid frustration and thus aid learning. Consequences may be adapted when a child has specific emotional, social or behavioural needs. Staff will ensure responses are appropriate and supportive. The Headteacher and Special Educational Needs Coordinator will advise and liaise with agencies when required.

EQUAL OPPORTUNITIES

All teaching is in accordance with the school policy for equality. We aim to provide equal access across the curriculum, irrespective of gender, ethnicity or ability. Support for learning is provided where necessary.

LUNCHTIMES AND PLAYTIMES

Lunchtime/playtime Always Expectations are agreed and followed by the children. Each member of staff on duty is attached to a class or zone. A HLTA acts as the Lead Lunchtime Supervisor to ensure that the pupils are safe and cared for. The supervisors are expected to promote the Always Expectations and Always system. Teaching Assistants help to promote games and model appropriate play in the playground and help support the calm running of lunch in the hall. All staff can refer to the Head/SLT if further support is required.

At lunch time, children will be given 'Tokens' for demonstrating good behaviour. These go into a jar/tube and each week, the house with the highest number of coins is the winner. At the end of the half-term, the house with the most weekly wins will receive a house reward.

VALUES AND THOUGHTS

Each half-term the children consider a specific Christian value through assemblies and the Personal, Social, Health Education activities in the classroom. The fundamental British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance

of those with different faiths and beliefs are taught alongside our Christian Values and included in assemblies.

We believe that this fits comfortably with our behaviour management policy. Our Christian Values:

- Creativity
- Hope
- Love
- Perseverance
- Respect & Reverence
- Courage
- Responsibility
- Justice
- Service
- Forgiveness
- Wisdom
- Peace

PARENTS

Parents can support by:

- Recognising that an effective school behaviour policy requires close partnership between parents, staff and children.
- Discussing the Always Expectations with their child, emphasising their support of them and assisting when possible their reinforcement. To understand the Always badge system.
- To ensure that their child's Always badge is worn with pride on the school jumper.
- Attending Progress Afternoons/Evenings, parent's functions and by developing informal contacts with school.
- Completing 'You've Been Spotted' slips from home.
- Remembering that staff deal with children patiently and positively. Supporting staff's implementation of the positive behaviour management policy and principles is vital in a child's development and understanding of justice, fairness and equality.

SUSPENSIONS AND EXCLUSIONS

We are an inclusive school and will only suspend/exclude as a last resort. The school follows the Oldham L.A. and Diocese guidelines for suspensions and exclusions.

GOVERNORS

Governors support the Headteacher and staff to promote positive behaviour. The Governors of any school use permanent removal of a pupil only rarely. Normally this would follow a

history of repeated poor behaviour and a failure to respond to any of the above sanctions. The school follows the Oldham L.A. and Diocese guidelines for suspensions and exclusions. The Governors will ensure that this policy is reviewed on an annual basis.

CONCLUSION

The Behaviour Management Policy is an integral part of the curriculum.

MONITORING AND REVIEW

The Headteacher monitors procedures in school and the policy is reviewed regularly by Governors – annually unless earlier is deemed necessary.

Headteacher: Mr J Whittaker

Chair of Governors: Mrs Rebecca Ashton

Date approved (committee): 1st October 2025

Date adopted (full governors): 1st October 2025

APPENDIX 1

THINK AGAIN

Discouraging the behaviour we do not want, 'Think Again' is held in the child's break/lunchtime for approximately 15 minutes. The class teacher or teaching assistant works with the child that has been asked to complete the 'Think Again' and discusses what has happened. The Think Again sheet is then completed and the child brings the completed document to the Headteacher to discuss, as part of the reparation process. Parents are to be notified via the planner or via a telephone/face to face conversation.

The Learning Mentor keeps a record of completed 'Think Agains' and if a child has had three 'Think Agains' in close succession (over two/three weeks), the class teacher will then meet with the child and parents to decide on strategies of how to move this situation forward. If the situation does not improve a further meeting should be held with child, parents, Learning Mentor and/or Headteacher to agree a plan of action to help rectify the difficulty.

Reparations

We feel that it is important to always give a child the opportunity to make amends. Often when they have reached realisation of how their behaviour, action or lack of it has affected someone, they are very upset. The opportunity to make reparation can go along way towards stimulating the motivation for change.

The ingredients of the reparation process:

- Understanding what was wrong
- Feeling sorry
- Problem solving to put it right
- Acting effectively
- Learning for the future
- Apologising to appropriate parties (if appropriate)

Sanctions

"Schools which put too much faith in punishments to deter bad behaviour are likely to be disappointed ... This does not mean that punishments are not necessary. Schools need to establish a healthy balance between rewards and sanctions". (Bliss 1994)

When ever possible we encourage negotiated Sanctions that match the offence. Therefore, in discussion with the child we:

- Discuss with all children concerned what has happened.
- Give each child that chance to give their side of the event.
- Check the child understands what they are in trouble for by asking.
- Establish that they know the behaviour was unacceptable.
- Explore the effect that behaviour has on others.
- Examine strategies for avoiding the same situation in the future.
- Encourage children to think of or offer some alternative strategies problem solving

THINK AGAIN!

NAME:CLASS..... DATE:

Position on the Always board: Staff initials:

This is the choice I made.....
.....
.....
.....
.....
.....

This is the Always Expectation that I did not follow
.....
.....
.....
.....

This is what I should have done.....
.....
.....
.....
.....

This is what I will do next time.....
.....
.....
.....
.....

I will do my best to follow the Always Expectations and to be kind and helpful to others at all times.

Signed.....

ONCE COMPLETED, TAKE YOUR THINK AGAIN TO A MEMBER OF THE LEADERSHIP TEAM FOR DISCUSSION AND TO COMPLETE THE REPARATION.

THANK YOU

DATA PROTECTION STATEMENT

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For The Positive Behaviour Policy					
What ?	Probable Content	Why ?	Who ?	Where ?	When ?
Star/house point charts VIP award Think Again sheets	Name D.O.B. Year group Information re success and information re child struggles/incidents	Monitor a child's progress and identify next steps Well-Being of Your Child Reward and praise Some sanctions recorded	All Staff But usually teachers	Staff paper records on classroom wall Star charts/VIP award disposed weekly Or when certificate awarded. Think Again sheets forwarded to Heads and then held in learning Mentor's office. (shredded at the end of each school year)	Think Again sheets forwarded to Heads and then held in learning Mentor's office. (shredded at the end of each school year)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.