



Primary Positive Behaviour Policy 2025/2026

AIM: (final result we are aiming to achieve):

The English College has high standards and high expectations of the way that students conduct themselves both academically and socially.

The aim of the policy is to ensure that students will both understand the rewards for positive behaviours that reflect the school values and understand the consequences for behaviours that do not reflect the values, ethos and vision of The English College. School staff will apply this policy as fairly, as consistently and as transparently as possible.

The school values are Respect, Aspiration, Integrity, Resilience and Gratitude. All staff, students and parents are expected to uphold these values both within the school environment and as both role models for others and ambassadors for The English College away from the school setting.

Our aim is to develop all our students as academic, characterful, happy young people with the skills necessary to succeed in life and we acknowledge that the behaviour of students and the ways in which these behaviours are dealt with is intrinsic to the core values and this vision.

This policy will cover our expectations for student behaviour during the school timings, during extra-curricular activities, on school buses, during school trips and students' participation in social-media forums.

RATIONALE: (The reason for which this policy has been written)

The rationale of this policy is to outline what behaviour is deemed acceptable and what behaviour is deemed unacceptable at The English College and the possible consequences for unacceptable behaviour. We endeavour to apply restorative behaviour practices fairly, clearly and consistently.

GUIDELINES: (The principles/instructions/steps of the policy)

Definitions

Positive behaviour is any behaviour which The English College deems to be appropriate. It is modelled by the teaching and non-teaching staff of The English College, and is behaviour that reflects the school's values and expectations.

Unacceptable behaviour is any behaviour which the English College deems to be inappropriate. It may interfere with a child's learning and a child's development. The behaviour may be harmful to the child, other children and/or people around them.

The English College community includes all staff and students presently at the school or involved in school activities both on and off campus. It includes parents and alumni of the school. We acknowledge that the behaviour choices of our students in the wider community can have an impact on the reputation of the school as an institution.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Bullying in any form, including Cyberbullying, will not be tolerated. Please see our Anti Bullying Policy for more information.

The term 'in school' covers any incidents related to unacceptable or inappropriate behaviour both in school and on approved school events, including whilst travelling to and from school/the event. Approved school events may include, but are not limited to, educational visits, sports tours and fixtures. Such events are organised by the school and take place either within school time, at the weekend or during holiday time for students of the College.

Positive Behaviour

The English College highlights and rewards positive behaviours across all aspects of school life. Positive attitudes and actions that reflect the school values are recorded on Class Dojo. A weekly trophy is allocated to the class with the most Dojo points each week, which is celebrated by all pupils. Positive behaviours are highlighted within assemblies, within class environments and lessons, and at parent teacher conferences. Positive behaviour is also rewarded with leadership opportunities for those students who exemplify the EC values. Equally, the House system encourages positive attitudes toward competition, sportsmanship, academic excellence and demonstration of school values in a range of House competitions.

Staff are encouraged to focus on students demonstrating positive behaviour via immediate feedback in Class Dojo and the presentation of awards. It is hoped that the celebration of and modelling of positive behaviour encourages students to act in ways that uphold the EC values:

- Respect
- Aspiration
- Integrity
- Resilience
- Gratitude

Zones of Regulation

As part of our commitment to supporting students' wellbeing, The English College uses the Zones of Regulation framework throughout the primary school. This approach helps children to recognise their feelings and use strategies to manage them effectively. By using four coloured zones, children learn to identify their emotions and understand how their feelings can impact their learning and behaviour. This shared language is used across all classes to help students regulate their emotions and make positive choices throughout the school day.

Star of the Week Award

Each week, we take time to celebrate the successes of our children who have been awarded Star of the Week. All staff across the school – including specialist departments – are encouraged to identify children who have demonstrated outstanding achievements in their behaviour and/or learning. Each class teacher will select one child based on a weekly theme linked to our school values. Star of the Week certificates will be presented in class by the teacher, allowing for a more immediate and personal celebration. We will continue to share and recognise these achievements within the classroom environment and through regular school communications.

Expectations

- Staff are responsible for the welfare, discipline and appearance of the students within their learning area and around the school.
- Staff should not allow the behaviour of an individual to have a detrimental effect on the group's learning.
- Staff are professional at all times and never use unnecessary force, language or behaviours.
- Staff should model and promote the following behaviour expectations at the beginning of and throughout the school year. These will form the basis of the expectations of the child's behaviour.
- Students should follow these 3 main rules at school:
 1. **Be ready**
 2. **Be respectful**
 3. **Be safe**
- Students should be reminded of the following 'relentless' routines of school:
 1. **Wonderful Walking**
 2. **Tremendous Transitions**
 3. **Marvellous Manners**

Managing Behaviour

Engagement with learning is always our primary aim at The English College. For most pupils a gentle reminder is all that is required. Although there are some occasions when it is necessary for a pupil to leave their classroom for a short period of time, steps should always be worked through with care and consideration, taking individual needs and circumstances into account where necessary.

At The English College, we praise the behaviour we want to see. We do not pander to attention seekers. All pupils must be given 'thinking time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

We also understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Practical steps to managing and modifying poor behaviour

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Step	Actions
Step 1 Reminder	A simple reminder of the three simple rules - Be Ready, Be Respectful, Be Safe delivered privately wherever possible. Repeat reminders if necessary, try and keep things at this stage. <i>Example - "I notice that you're not getting on with your learning. You are breaking our school rule of not being ready. Yesterday you got started straight away so I know you can do it. Please start now. Thank you for listening."</i>
Step 2 Caution	A clear verbal caution delivered privately wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase <i>"Please think carefully about your next step."</i> <i>Example - "I notice that you're still not getting on with your learning. You are again breaking our school rule of not being ready. Yesterday you got started straight away so I know you can do it. Please think carefully about your next step. You need to stay behind and speak to me for 2 minutes at the end of the lesson. If you don't start and I need to speak to you again, you will miss 10 minutes of your playtime to complete the learning. Thank you for listening."</i>
Step 3 Last chance	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention: • I have noticed that you are... (list the behaviour they have displayed again) • It was the rule about... (say the rule) that you have broken. • You have chosen to...(explain the sanction you will impose) • Do you remember this morning/yesterday when...(give a time when they displayed positive behaviour) • That's what I want to see now... • Thank you for listening. At this stage you may also choose to move the pupil to a different location in the classroom. In addition to the missing breaktime/lunchtime to complete learning, the pupils should be engaged in a restorative chat (see step 5 - Repair). If the pupil reaches this stage after lunch then the sanction carries over to the next day.

	Example - <i>"I notice that you're still not getting on with your learning. You are again breaking our school rule of not being ready. So you have chosen to miss your breaktime/lunchtime to complete your learning. Yesterday you got started straight away so I know you can do it."</i>
Step 4 Send to/engage Deputy Head of Primary	If a child reaches the point where their behaviour is no longer acceptable and a time away from the classroom for reflection is needed, then pupils should be sent to the Deputy Head of Primary, who will work with the child to complete a 'think sheet'. A behaviour contract may be initiated at this point to support the child with necessary changes needed to behaviour. The Deputy Head will contact the child's parents and inform them of the think sheet/behaviour contract and explain that this will be taken home where the child should discuss it with their parents who should sign the sheet. The child should return the think sheet to the Deputy Head the following day who will take time to talk through the sheet and the child's actions using step 5 restorative questions. It is important that the child understands "A new day and a new start."
Step 5 Repair	This might be a quick chat at breaktime whilst the pupil is completing their missed learning or whilst walking around on duty. Restorative Conversation: 5 questions out of the following 8 is usually enough: 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? (Important to list everyone and not just themselves.) 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future?
Imposition given if needed: An imposition is additional work that must be completed at home, acknowledged/signed by the parent and returned the next day. This is to help the pupil to understand that there are consequences and the responsibility for making up time lost is with them not the teacher. This might be necessary only if a child's behaviour has escalated so much during that day that they haven't completed the required amount in class.	
Think Sheets: If the behaviour is of a more disruptive nature then the pupil will be informed that they will have to miss break/lunch time in reflection time where they should complete a 'Think Sheet' with the Deputy Head of Primary (Appendix 1 - Think Sheets). This should be completed during a break or lunchtime and not during learning time. For serious incidents that occur at break or lunchtimes, the pupil will be expected to stay inside with an adult for the remainder of lunch break - this should be supervised	

in the library or with a member of PLT.

***Remember, it is not the severity of the sanction, it's the certainty that this follow up will take place and what happens during the sanction that is important.**

Consequences	
Communication with parents	If a pupil has two (Step 3 or above) incidents in a week requiring reflection, the class teacher must inform parents via email or phone call (contact must be made and acknowledged).
A formal meeting with PLT, class teacher and parents	If a pupil has three or more incidents in a week (or regular incidents) requiring reflection and the completion of a "Behaviour Think Sheet" a meeting with PLT, teacher and parents will be arranged.
Weekly behaviour meetings	Pupils who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour with the class teacher.
Behaviour Contract	Pupils whose behaviour is becoming a serious concern to the class teacher may be given a behaviour contract. The consequence of breaking the contract will be a period of time away from school. In the event of a behaviour contract being written, this will always be done alongside the pupil and in collaboration with parents.
Exclusion	A serious breach may lead to a period of exclusion, where a child breaks their behaviour contract or serious behaviour has occurred without warning. In very rare cases, a child may be excluded more than once. In cases where a child is excluded 3 times, permanent exclusion is likely. The PLT member will decide whether this is an internal or external exclusion.

Serious incidents (immediate loss of breaktime - Step 3. Parental meeting)

Depending on the age of the children, these incidents will be dealt with at the discretion of the school staff.. PLT will deal with such incidents as soon as possible. If pupils are upset, angry and showing potential signs of distress then they should be allowed to sit in a designated area, as decided by year groups, to calm down. Pupils must be supervised by an adult who is available until PLT arrives or the child has calmed down and is ready to rejoin the classroom. After this, refer to 'Step 5 - Repair'.

Understanding Behaviour Levels

Levels of behaviour	Description of possible behaviours
1	Low to moderate level behaviours, e.g: off task - fiddling or talking during input, calling out, not completing work, bothering other children, not following instructions, minor squabbles between friends, not lining up correctly
2	Repeated low to moderate level reminders, e.g. repeated behaviours (above) despite reminders, refusal to complete learning, swearing (not directed at someone), unkind teasing or exclusion, misuse of equipment or classroom resources, disruption of others' learning.
3	Significant behaviours, e.g. Swearing/abusive language at another person Aggressive behaviour (pushing, hitting during a game) Persistent defiance or refusal Damaging property on purpose Serious playground disputes Inappropriate name calling

4	Serious behaviours, e.g. • Physical violence with intent to harm (including biting) • Serious bullying or discriminatory behaviour • Racist/sexist comments • Theft or deliberate vandalism • Threatening staff or students • Bringing unsafe or prohibited items to school • Repeated failure to improve despite intervention (refusal to follow instructions) • Physically striking adults • Bullying-type behaviours (if repeated) • Peer on peer abuse • Inappropriate name calling • Answering adults back (defiance) At this stage, the DHT or HOP will ask parents to collect their child and take them home or the child will stay with a member of PLT on internal exclusion if they cannot be collected.
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Exclusions

The English College believes that exclusions will always be a last resort in the management of behaviour. However, in order for all pupils to achieve their maximum academic potential at school they must feel safe from physical and verbal aggression and disruption. If a pupil seriously breaches the school's behaviour policy and remaining in school would seriously harm the education or welfare of other pupils in the school, the Deputy Head or Headteacher may take the decision to exclude a pupil for a period of time. If this decision is taken, learning will be set for the pupil to complete at home. Following a period of exclusion the pupil and parents will meet the Head/Deputy Headteacher to discuss the pupil's reintegration to school and the best way forward to support them. Each day is a new day and where a pupil has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Restorative Practice

The English College uses Restorative Practice to promote good behaviour and resolve any unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom (Appendix 1).

Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all pupils' access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. (Appendix 2)

Inclusion Statement

The English College aims to enable all students the opportunity to achieve their best academically, emotionally and socially by:

- Providing high quality learning to enable all students to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- enabling students to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning to ensure the progress of all students through quality first teaching'
- Providing high quality curriculum entitlement and a high quality learning environment;
- Promoting the English College values to enable the students to value themselves and each other.

APPENDICES (Relevant links to other policies or documents)

Appendix 1 - The English College Blueprint

At The English College our Core Purpose, Vision and Values underpin everything we do.

Our Core Purpose is to inspire confident and passionate learners who will thrive and make a difference.

Our Vision is to encourage students to always try their best, aspire to excellence and to make a positive difference in society.

Our Values are aspiration, gratitude, integrity, resilience and respect.

Visible Adult Consistencies	Rules	Routines	Above and Beyond
1. Meet and greet pupils every day 2. Attention to best conduct 3. Calm and caring	1. Be ready 2. Be respectful 3. Be safe	1. Marvellous Manners 2. Wonderful Walking 3. Tremendous Transitions	1. Use of praise 2. Recognition boards 3. Rewards - dojos, assemblies, notes home, etc.

Steps to behaviour	Scripts	Restorative chats
1. Reminder - 3 rules, in private 2. Caution - think carefully about your next step 3. Last chance - scripted intervention. Parents are engaged. 4. See DH or HofP - Think sheet and time to reflect 5. Repair - restorative chats	• I have noticed that you are ...(list the behaviour they have demonstrated). • It was the rule about ... (say the rule) that you have broken. • You have chosen to...(explain the sanction you will impose). • Do you remember this morning/yesterday when you...(give a time when they displayed positive behaviour) • That's what I want to see now. • Thank you for listening.	1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? (list all people, not just themselves) 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in future?

Appendix 2 - Restorative Practice approach at The English College

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in school is about:

- Building a safer school
- Changing behaviour, not punishing - the best apology is changed behaviour
- Adults modelling restorative approaches
- Finding ways to repair harm
- Supporting staff, pupils and families to use RP to build a happy community

Why use a restorative approach?

- If punishment worked then children would never reoffend
- Punishment doesn't meet the needs of those who suffered
- There may be kudos or 'street cred' attached to a punishment
- Offenders don't have to face full effects of their actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule breaking more attractive
- If problem behaviour persists, pupils may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community.

Restorative Questions 1

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you need to do to make things right?

Appendix 3 - Think Sheets

Behaviour Think Sheet

You have made choices that have caused you to need to stop and 'think about it'.

Name _____ Date _____

1. What was my behaviour? _____

2. What were the reasons for my behaviour? _____

3. How did my behaviour affect others and who did it affect? _____

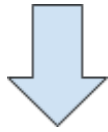
4. What is my plan to improve my behaviour? _____

5. Do I need to apologise to anyone? If so, who and why? _____

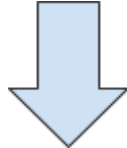
Pupil _____ Parent _____ Teacher _____

Appendix 4 - Flowchart

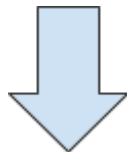
1. **Reminder** - Be Safe, Be Respectful, Be ready



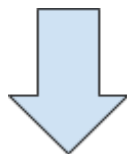
2. **Caution** - Private caution, reminder of consequences.



3. **Last chance** Private script:
I have noticed that...
You have chosen to...
You were great when...
I now want to see you...
Miss break/lunch - catch up on missed learning
Restorative chat - scripted
(Option: move class place)



4. **See DH** of Primary. Due to continued poor behaviour/multiple level 3s child taken to DH of primary. Think sheet completed and time to reflect given.



5. **Repair** - chat at break/lunch - scripted:
What happened?
What were you thinking at the time?
How did this make people feel?
What can we do to make things better?
How can we do it differently in the future?

POLICY REVIEW HISTORY:

This policy will be monitored, evaluated, reviewed and approved by the Whole School Leadership Team.

Historical Record				
Revision No.	Date	Brief Description of Change	Approved by	Next Review:
0	14/11/2023	New Primary policy	WSLT	07/2024
1	20/06/24	WSLT Reviewed	WSLT	06/2025
2	28/05/25	ER added in ZoR information and reworded Star of the Week. Added in the levels of behaviour for transparency	WSLT	06/2005
3	06.05.25	Added examples of behaviours using levels and added a flow chart for behaviour. Added in Zones of Regulation. Changed all references from CPOMS to MyConcern	WSLT	06/2026