



Behaviour Policy

Written by	C Grattan & A Dunn
Approved by	Curriculum & Standards Committee
Date Created	October 2025
Latest Review	October 2025
Latest Approval Date	15 th October 2025
Version	1



Behaviour Policy

1. Contents

1. Contents.....	2
1. Intent and Rationale	3
2. School Ethos	4
3. Standards of Behaviour – Our Rules and Values.....	4
4. The Role of Teaching and Classroom Environment.....	5
5. Whole School Incentives	5
6. Whole School Sanctions	6
7. Use of Physical Intervention, Positive Handling, and Reasonable Force.....	9
8. Working in Partnership with Parents and Carers.....	9
9. Appendix 1 – Our School Rules:	11
10. Appendix 2 – Our School Values:.....	11
11. Appendix 3 – Techniques for Encouraging Positive Behaviour	12
12. Appendix 4 – Exit Procedure:.....	13
13. Appendix 5 – Behaviour Guidelines to be displayed in all classes.....	14



Behaviour Policy

1. Intent and Rationale

“Good behaviour is a necessary condition for effective teaching to take place”
(Education Observed 5 – DfES 1987)

“All behaviour is communication. It is the adult’s role to help children to understand their feelings, express their needs appropriately, and use non-threatening and supportive language to resolve situations.” (Nurture UK, The Six Principles of Nurture, 2006)

This policy is a statement of the aims, principles and strategies for Higham Primary School. DFE guidelines have been taken into consideration in the formulation of this policy.

The Governing Body understands that positive behaviour is a key factor in determining the quality of learning taking place in school. Negative behaviour not only hinders the learning of the individual concerned, but also disrupts those around them. At Higham we therefore seek to create an environment which encourages and reinforces positive behaviour. This document provides a framework for the creation of a happy, secure and orderly environment in which pupils can learn and develop as caring and responsible people. It aims to:

- Ensure a whole school approach which is used consistently by all staff promoting high standards of positive behaviour throughout the school.
- Ensure that parents/carers are informed and understand behaviour expectations.
- Provide a system of rewards, praise and encouragement to inspire good behaviour
- Provide a system of sanctions and time to reflect on negative or inappropriate behaviour incidents.
- Partnership working between home and school ensuring effective communication between staff and parents/carers.
- Embed the core rules: Ready, Respectful, Safe across the culture of the school.
- Promote the six school values of: Teamwork, Creativity, Kindness, Perseverance, Respect and Responsibility.

Our approach towards positive behaviour is grounded in research evidence. Both the Education Endowment Foundation (EEF) report from 2019 and ‘When the Adults Change, Everything Changes’ (2017) by behaviour specialist Paul Dix, highlight that a proactive approach to behaviour management is significantly more effective than a reactive one. This evidence informs our strategies, enabling us to create a positive and supportive learning environment that anticipates and addresses behaviour challenges before they arise.

This policy should be read in conjunction with the following:

Related school policies:

- Anti-Bullying Policy
- PSHE Policy
- Child Protection and safeguarding Policy
- EYFS Child Protection Policy
- Suspension and Exclusion Policy
- Teaching and Learning Policy
- Physical Intervention Policy
- SEN Policy



Behaviour Policy

Relevant External documents:

- Improving Behaviour in Schools | EEF Education Endowment Foundation (2019)
- When the Adults Change, Everything Changes, Paul Dix (2017)

2. School Ethos

All adults in our school play a vital role in modelling the high standards of behaviour we expect from pupils, reinforcing a culture built on mutual respect, personal responsibility, and safety. This shared commitment creates an environment where all members of our school community feel valued, supported, and able to thrive.

Our ethos is underpinned by the belief that:

- All behaviour is a form of communication, and every child has the potential to learn and grow from their experiences.
- Strong, respectful relationships between staff and pupils are key to fostering trust and positive behaviour.
- Consistency, fairness, and kindness are essential in maintaining clear boundaries and promoting emotional security.
- Praise and recognition are powerful tools in encouraging positive behaviour and building self-esteem.

We promote a culture where:

- Pupils understand what is expected of them and why.
- Positive behaviour is explicitly taught, modelled, and reinforced.
- Mistakes are treated as opportunities for learning and reflection.
- Everyone takes responsibility for their actions and is supported in making positive choices.

3. Standards of Behaviour – Our Rules and Values

At Higham Primary School, we have high expectations for behaviour, underpinned by our core school rules:

Ready

Respectful

Safe

These simple, memorable rules are rooted in evidence-based best practices in behaviour management to promote consistency and clarity across the school.

Our school values were developed in collaboration with pupils, parents, staff, and governors, ensuring they reflect our shared ethos and vision.

Respect

Responsibility

Perseverance

Teamwork

Kindness

Creativity

Together, these values and rules guide our daily interactions, decision-making,



Behaviour Policy

4. The Role of Teaching and Classroom Environment

Behaviour management is most effective when integrated into high-quality teaching and a positive classroom environment. Positive relationships between staff and pupils are fundamental to good behaviour as pupils are more likely to engage, cooperate, and thrive in a supportive atmosphere. Classroom strategies such as clear routines, consistent expectations, practical seating plans, access to appropriate resources, all contribute to a sense of safety, belonging, and motivation.

High-quality teaching is one of the most powerful tools for preventing disruption. Lessons that are engaging, well-paced, and appropriately challenging reduce the likelihood of misbehaviour and promote focus and participation.

At Higham Primary School, we believe that a well-structured curriculum, active pupil involvement, and effective learning practices are key to fostering positive behaviour. By planning to meet the individual needs of pupils, encouraging their active participation in the learning process, and providing clear, constructive feedback, we strive to foster engagement and connection, which encourages positive behaviour.

Lessons are designed with clear objectives that are communicated and understood by all pupils. These objectives are adapted to address the unique learning needs of each child. Marking and record-keeping serve a dual purpose: they provide supportive feedback that highlights pupils' progress and achievements, and they signal that their efforts are recognised and valued, reinforcing the importance of continual progress.

5. Whole School Incentives

5.1 Tree of Positivity

The Tree of Positivity is situated in the corridor between the hall and the school office. Each term children can demonstrate they have followed one of the six school values. (**Respect, Responsibility, Teamwork, Kindness, Perseverance, Creativity**). Once identified, the children who have significantly demonstrated one of the six values, will be announced in the Friday celebration assembly, along with the reason for their nomination, as well as having their name and photo placed on the tree of positivity for the remainder of that term. These children will also be mentioned on the weekly bulletin. At the end of each term, pupils whose names are on the tree will be transferred to the display in the hall, where they will remain until the end of the academic year.

Any member of staff can nominate a pupil to be added to the tree. Once they are added to the tree, pupils can ask their parents to come in (via the school office) to be able to show them their name on the tree.

5.2 Merits

Every pupil has a merit card for the duration of the year. Merits are awarded for outstanding pieces of work or behaviour by class teachers and teaching assistants. When a merit is awarded the pupil's merit card will be stamped and dated. When a merit is awarded for an outstanding piece of work, this will be indicated by a merit stamp in the pupil's workbook. Once 10 merits are received, a bronze certificate will be awarded in Celebration Assembly. When a pupil has achieved a total of 20 stamps (including 10 bronze merits), a silver certificate will be awarded in Celebration Assembly. When a pupil achieves 30 stamps (including 10 bronze and 10 silver merits) they will be awarded a gold



Behaviour Policy

certificate in Celebration Assembly. Merit cards are kept safe in classrooms by teachers to ensure they are available whenever merits are achieved.

5.3 House Points

All pupils are placed into one of four houses: Copperfield, Peggotty, Pip, or Twist. House points are awarded at the discretion of staff and can be given for a wide range of positive behaviours and achievements, including (but not limited to):

- Success and effort in academic subjects
- Positive behaviour choices
- Demonstrating good manners
- Supporting peers
- Helping adults
- Showing a positive attitude towards school and learning

The winning house is announced each week during Celebration Assembly, along with the class in each house that achieved the highest number of house points that week.

At the end of each term, the house with the highest cumulative total of house points is announced as the overall winning house. As a reward, pupils in the winning house are granted a non-uniform day on the first Friday of the following term.

6. Whole School Sanctions

6.1 Traffic Light system

Higham Primary School uses the traffic lights system which displays names of pupils on a colour-coded chart in each class. This allows for celebration and reward of positive behaviour, and sanctions for unacceptable behaviour (See Appendix 4).

- All pupils begin each day on shiny green, and aim to maintain this, but will receive two warnings about inappropriate behaviour should it occur.
- If, despite the two warnings the inappropriate behaviour continues, then the pupil will move their name to dark green on the class traffic light system. If the behaviour continues, the pupil will move their name to amber on the traffic light system. If the behaviour continues or deteriorates further, then the pupil will move their name to red. A move to red may result in the child being directed to work in a different class room for a specified time.
- If, a pupil's behaviour improves at any point pupils can move their name back up the traffic light system to dark green to reflect the improvement. Pupils however, are not permitted to move their name back up to shiny green no matter how much improvement has been made. Staying on shiny green all day demonstrates positive choices and behaviour.
- The traffic light colour that the pupil is on at the end of the school day indicates the amount of time to be spent in Reflection Time (see below for further details).
- Pupils who have remained on shiny green for that day have the opportunity to move up the traffic light system to above shiny green, onto the 'superstar' (a shiny gold star). Staff can move the children to the 'superstar' for significant and outstanding behaviours demonstrated that day. The children can only move to the 'superstar' from shiny green and not from further down the traffic light system.

Please note that some behaviours may result in an immediate move to dark green, amber or red without the usual two warnings as mentioned above. This applies to actions that clearly go against our



Behaviour Policy

school rules and values and are behaviours that pupils are already aware are not acceptable within our school environment.

There is an expectation that sanctions will relate to individuals, and group sanctions will only be used in exceptional circumstances.

6.2 Behaviour Cards

If a pupil receives a behaviour card, they will spend the lunchtime the following day in the Woodland Room in Reflection Time. This is a separate sanction to the traffic light system. If a pupil is given a behaviour card, parents will be informed by a member of the Senior Leadership Team. Some examples of behaviours that might incur a behaviour card include:

- Aggression to an adult or child
- Bullying
- Persistent defiance
- Racial abuse
- Verbal abuse / swearing
- Significant injury to others
- Theft / vandalism

Once a behaviour card has been issued, this will be discussed with the pupil and parents will be contacted.

6.3 Behaviour Incident Records

Teachers use weekly class behaviour record sheets to log behaviours to record any movement within the school traffic light system. This behaviour record will then be stored securely as a record that may need to be shared at relevant points in the school year (e.g. at parents evening).

The school SENCo and Behaviour Lead keeps a secure record of all Behaviour Cards issues and reviews these on a termly basis to ensure fairness and consistency across the school. Details of Behaviour Cards issued will be added to BromCom under the profile of the pupil(s) involved.

There may be times when we need to create a behaviour log to support individual pupils and enable evidence towards additional support such as SEN specialist teachers, pastoral support, outside agencies, and when suspensions may be required.

Parents may be contacted if negative behaviour is persistent and is impacting significantly on the education of the child or other children in the class.

6.4 Reflection Time

Reflection Time will take place daily as part of our behaviour management system. The purpose of Reflection Time is to provide pupils with an opportunity to reflect on their behaviour, discuss ways to improve, and take responsibility for their actions.

Playtime Sanction

- Key Stage 2 pupils will complete Reflection Time on the playground with the teacher on playground duty. During this time, pupils will stand with the adult on duty for their allocated Reflection Time.



Behaviour Policy

- Key Stage 1 pupils will complete Reflection Time in the classroom.

Lunchtime Sanction

- Pupils will complete Reflection Time with a member of SLT in the Woodland Room (see rota below for staff allocation).
- Pupils will meet the SLT member at the start of Reflection Time. Together, they will discuss the incident, reflect on the negative behaviour, and identify strategies to prevent a recurrence. Pupils will also have the opportunity to apologise to anyone affected, where appropriate.
- Pupils will eat lunch in the hall as usual, and Reflection Time will take place during the playground portion of the lunch hour.

Allocation of Reflection Time

Traffic Light	Level	Time Allocated	Type of Sanction
Dark Green		5 minutes	Playtime Sanction
Amber		10 minutes	Playtime Sanction
Red		20 minutes	Lunchtime Sanction

Logging and Monitoring

- Weekly class behaviour records will be kept by all teachers.
- In Key Stage 2 teachers will record any lost time in the small blue book, noting the pupil's name and the amount of time allocated.
- The blue book will then be handed to the teacher on duty (playtime) or SLT on duty (lunchtime) so that they are aware of which pupils have Reflection Time and the duration.
- Once the Reflection Time has been completed, the duty teacher or SLT member will sign off the record to confirm that the sanction has been carried out.
- SLT members will work on a rota to ensure coverage of Reflection Time duties without compromising other responsibilities. Where possible this rota will be:

Monday	Tuesday	Wednesday	Thursday	Friday
Headteacher	Deputy Head	Senior Leader	Headteacher	SENCO

If a behaviour card is issued on a Friday, the Reflection Time for this will be carried out on the following Monday. Where a term ends on a different day to Friday this will be considered and amendments made accordingly. If a child is absent from school on the day they are due to attend Reflection Time, the sanction will be carried over until the next day they are in attendance.

6.5 Early Years Foundation Stage (EYFS)

All pupils in Reception start every day on the shiny green happy face. Pupils receive 2 warnings before moving to the dark green thinking face for inappropriate behaviour. Pupils then spend time on the thinking step for a maximum of 5 minutes. If behaviour does not improve, or if severe behaviour is displayed (e.g., violent or racist conduct), a member of the Senior Leadership Team will speak to the pupil. Pupils can move back through the faces to the shiny green happy face at any point when behaviour improves. Pupils have the opportunity to move up to the superstar face for excellent behaviour or learning.



Behaviour Policy

6.6 Additional Strategies to Support Behaviour

For a very small number of pupils, the Traffic Light System may not be the most effective way to manage behaviour, and in these cases short-term, individualised programmes may be put in place until the pupil is able to return to the Traffic Light System. If the school feels it needs additional support for specific pupils it will seek advice through the school's SEN Inclusions Advisor or another external agency.

In very rare circumstances, when all other approaches have failed to result in an improvement, persistent or serious offences may result in suspension or even permanent exclusion. Initially a suspension would be for a fixed period with the length of the suspension depending on the severity of the offence. After the suspension period has expired, a re-integration (return to school) meeting will be held with the parents and pupil to put a plan in place to further support the pupil. In the event of fixed term suspensions, the school will provide work for the pupil for the period of the suspension. Should the need for a suspension or an exclusion arise, the school will complete the appropriate KCC online forms and liaise with the local inclusion officer for support and advice on how to best support the pupil. Please refer to the Suspension and Exclusion Policy

7. Use of Physical Intervention, Positive Handling, and Reasonable Force

The school acknowledges that, although rare, there may be situations where staff members are required to use physical intervention, including reasonable force, to maintain the safety and well-being of pupils, staff, and others. Such measures will only be employed when all other de-escalation techniques have been exhausted or deemed inappropriate in the circumstances. Staff are trained to use physical intervention proportionately, safely, and in accordance with relevant legislation and national guidance, ensuring the dignity and rights of all pupils are respected throughout.

The school is committed to using the Six Principles of Nurture and integrates them into its everyday practice, particularly when supporting pupils exhibiting signs of severe distress or aggressive behaviour. The Six Principles of Nurture, as defined by Nurture UK, being:

- 1) Children's learning is understood developmentally.
- 2) The classroom offers a safe base.
- 3) The importance of nurture for the development of wellbeing.
- 4) Language is a vital means of communication.
- 5) All behaviour is communication.
- 6) The importance of transitions in children's lives.

Staff communicate empathetically to help pupils regulate their emotions and make necessary adjustments to the environment to reduce distressing stimuli. Physical intervention is considered only as a last resort, when all other de-escalation strategies have been attempted and proven ineffective. Should physical intervention be required, it will be carried out safely, appropriately, and in line with current legislation and national guidance. Parents will be notified if physical intervention has been used. Please refer to the Physical Intervention Policy

8. Working in Partnership with Parents and Carers

We work in close partnership with parents to help encourage positive behaviour at school, as this ensures the best outcomes for pupils. There may be times when, despite best efforts, we are unable to contact a parent (via telephone call or face-to-face conversation) to make them aware of a behaviour incident. In these instances, a member of the Senior Leadership Team will send an email to the parent(s) concerned with the necessary details. We ask parents to be understanding and



Behaviour Policy

respectful of our commitment to protect the anonymity of pupils involved in behavioural incidents. For this reason, we do not disclose details of sanctions given to other pupils to any parents or carers other than their own.

We kindly request that parents remain mindful of the potential hazards involved in contacting other parents to discuss behaviour incidents between their children, particularly if such communication occurs in anger. Additionally, the school must be given a minimum of 24 hours' notice (1 working day) to inform all parents before any such discussions take place. This allows all parties to be made aware of the incident by the school and ensures that all parties have the correct and consistent information.

We expect parents and carers to be supportive of decisions made regarding behaviour and sanctions, trusting in the professional experience and judgment of the staff who will act fairly and accordingly. We expect parents and carers to understand that staff will always consider the full context and circumstances surrounding events, and that any SEN needs will be taken into account to ensure sanctions are fair and effective.



Behaviour Policy

9. Appendix 1 – Our School Rules:



10. Appendix 2 – Our School Values:





Behaviour Policy

11. Appendix 3 – Techniques for Encouraging Positive Behaviour

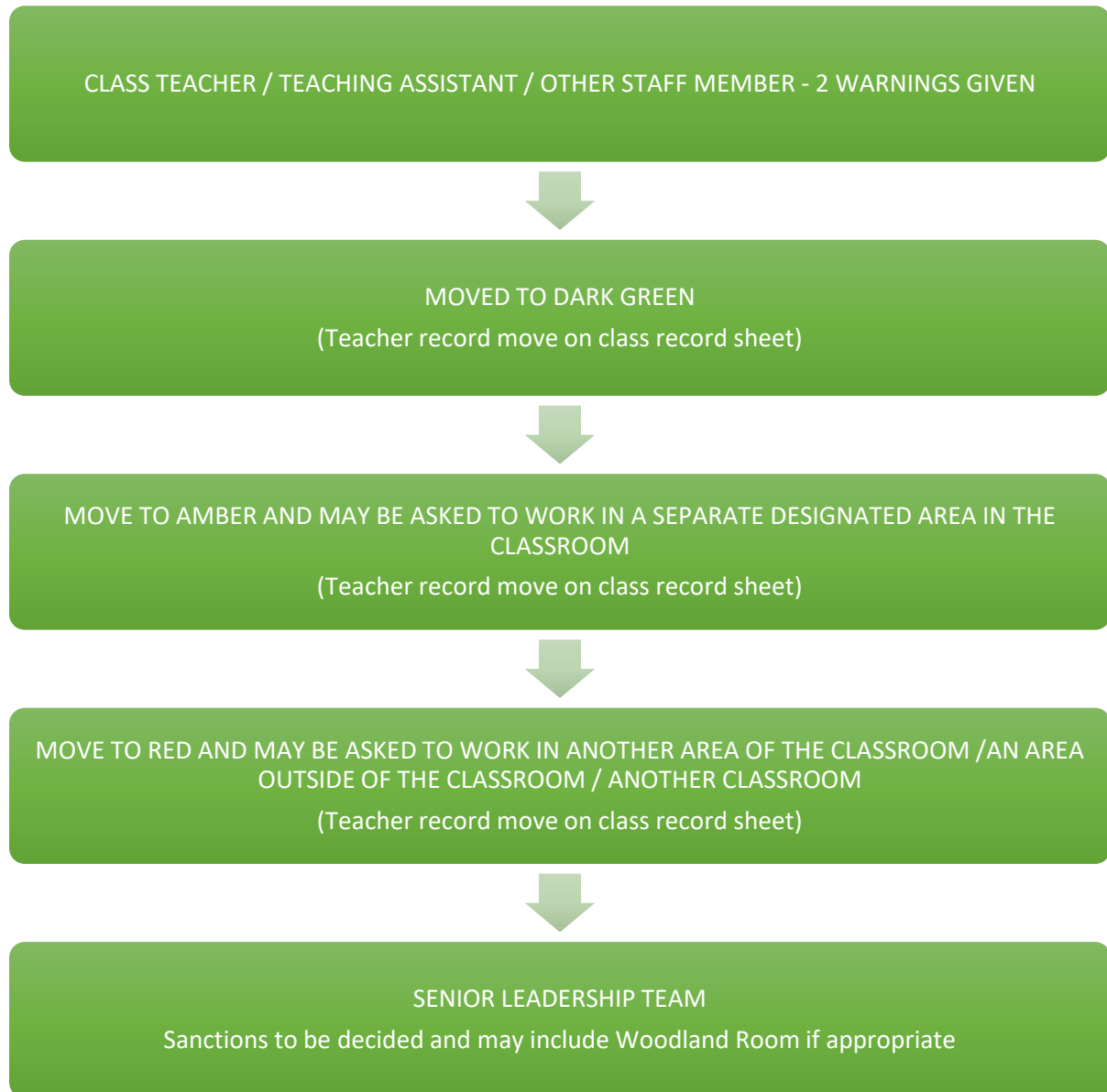
Techniques for Encouraging Positive Behaviour

- avoid confrontation, model calm behaviour and body language.
- acknowledge the behaviour and reassure the pupil that you are here to listen and help.
- remember that raised voices lead to raised tempers, loss of control and signal an unprofessional approach.
- give students space to self-regulate by observing quietly and allowing minor situations to resolve independently as long as this would not compromise the safety or wellbeing of another pupil or member of staff, or cause damage to the school building or property.
- use positive language and discuss with the child what they think would resolve the problem.
- uphold the values of this policy through respectful and positive communication with pupils.
- tackle the problem not the person
- make sure that consequences are fair and consistent, taking into account context and circumstances as required.
- offer to speak to the pupil away from the problem.
- use the rules the children and adults have agreed to.
- use of whole class or group circle time.
- where possible offer choices particularly to pupils who struggle with demands (demand-avoidance profiles).
- where possible use humour carefully to distract and lift the mood, but ensure the pupil doesn't feel dismissed or belittled by this.
- try to have positive contact with children as individuals during the school day and acknowledge pupils who have maintained previously set targets.
- consider possible triggers and what could be done to avoid them in the future



Behaviour Policy

12. Appendix 4 – Exit Procedure:



If behaviour improves at any stage in the above process then pupils can move back up the traffic lights (Teacher to record move on class record sheet).

Time lost is the recorded traffic light the pupil is on at the end of the school day (Teacher records this on the class record sheet).

Weekly class record sheets are presented to the office at the end of each Friday . Pupil's time lost is logged as a record of behaviour.



Behaviour Policy

13. Appendix 5 – Behaviour Guidelines to be displayed in all classes

Traffic Lights

Pupils will receive two warnings for inappropriate behaviour.

*If the behaviour continues the pupil will be moved to **dark green**.*

*If the behaviour still continues the pupil will be moved to **amber** and may be asked to work in another area of the classroom / an area outside of the classroom / another classroom.*

*If the behaviour continues further, then the pupil will be moved to **red** and may be moved to another class.*

If the pupil's behaviour improves at any point (during the day), they can work their way back up the traffic lights to dark green.

Please note that some behaviours may result in an immediate move to dark green, amber or red without the usual two warnings as mentioned above.

The adult will record all moves up and down the traffic lights on a behaviour sheet.

Whichever traffic light the pupil is on at the end of the school day is the recorded colour for time spent in a sanction either at playtime the next day or lunchtime the next day. See below:

- > Dark green - 5 minutes (playtime sanction)*
- > Amber - 10 minutes (playtime sanction)*
- > Red - 20 minutes (lunchtime sanction)*

Sanctions will be logged in a small blue book which is given to the teacher or member of SLT on duty.

Pupils may move up to the 'Superstar' for outstanding behaviours demonstrated that day.

Behaviour Cards

If a pupil receives a behaviour card, they will spend the next lunchtime in the Woodland Room and parents will be informed

Behaviour card behaviours (this list is not exhaustive):

- Aggression to an adult*
- Aggression to a child*
- Bullying*
- Persistent defiance*
- Racial abuse*
- Verbal abuse / swearing*
- Significant injury to others*
- Theft / vandalism*



Behaviour Policy

Possible examples of behaviour where pupils are moved down the traffic lights:

- Disturbing or distracting others
- Inappropriate behaviour
- Talking when other people are talking
- Calling out
- Not following instructions
- Being disrespectful to others
- Being rude and answering back
- Hurting or upsetting others
- Not looking after school equipment
- Talking in assembly

Please note this is not an exhaustive list!