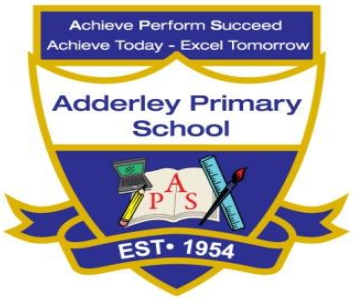


Positive Pupil Behaviour Policy

Based on the Values and Principles of the UN Convention on the Rights of the Child

2025 - 2026

Agreed by:	Governing Body	
Review date:	September 2025	

Adderley Primary School
Positive Pupil Behaviour Policy

Context

At Adderley Primary School, we aim to create a calm, caring, safe environment in which pupils can thrive and accomplish their full potential. Our Positive Pupil Behaviour Policy has been developed in line with the articles in the United Nations Convention on the Rights of the Child (UNCRC) and Investors in Pupils.

Teaching Staff are responsible for the Duty of Care towards pupils. We believe that outstanding behaviour and attitudes to learning are achieved through positive reinforcement. As part of our Personal, Social, Health, Economic and Citizenship (PSHEC) Curriculum, pupils are taught about the UNCRC. We believe that by empowering our pupils in this way, it will help them to become better global citizens in the multi-dimensional and diverse world that we all live in.

Aims and Responsibilities:

Our Governors:

- To ensure that the school provides an environment that promotes positive behaviour for effective learning to take place.
- To ensure that all policies related to behaviour are regularly reviewed and monitored and their impact measured.
- The Governing Body alongside the SLT approve the Policy.

The Headteacher/SLT Responsibilities:

- The Head Teacher and the Governing Body are responsible for reviewing the Positive Pupil Behaviour Policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles. The Head Teacher will also approve the Policy.
- The Head Teacher will ensure that the school environment encourages positive behaviour and that Teaching staff deal effectively with poor behaviour and will monitor how Teaching Staff implement this Policy to ensure rewards and sanctions are applied consistently.
- SLT will support and empower members of staff who are experiencing challenging behaviour, by helping to improve their practice.
- The SLT will not take over or deal with a behaviour issue unless it is very serious (Level 4 incident). However, they will always support all staff.
- To ensure that all Policies related to behaviour are regularly reviewed and monitored and their impact measured.

Our Pupils:

- To show high levels of respect, empathy and understanding consistently towards peers, Parents, Carers, staff, as well as in the school environment and outside of school.
- Pupils to take full responsibility for their own behaviour, learning and to consistently work hard. Pupils must strive to achieve their best to always reach their full potential.
- To be fully aware of their and others' rights, responsibilities, to feel empowered and to have zero tolerance of bullying, harassment, and violence.
- To always follow School/Class/Lunchtime Charters.

Our Teaching Staff:

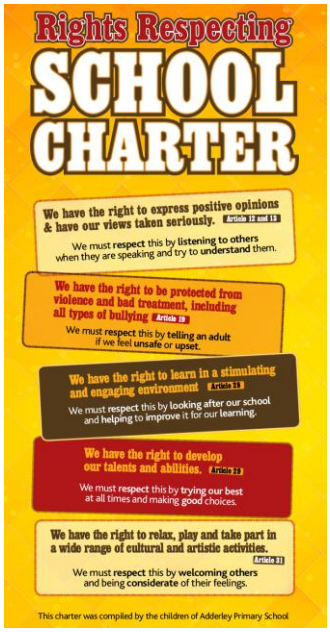
- Teaching Staff to ensure that all behaviour incidents are thoroughly investigated, resolved, recorded and Parents/Carers given feedback.
- To ensure Quality First Teaching is consistently taught with high expectations and positive outcomes. Pupils are to be motivated and inspired to succeed. Staff to develop a strong rapport with pupils to ensure that they feel respected, valued, understood, safe and cared for. Always modelling positive behaviour.
- Teaching Staff to accommodate pupils with SEND needs and ensure appropriate planning and support is in place to ensure pupils are engaged in their learning and does not result in behaviour issues. Staff to also ensure that they are trained in understanding autism and being able to recognise and identify certain triggers.
- To be aware of any home circumstances and to develop good communication with families, Parents and Carers which may affect a pupil's school life, health, safety, or wellbeing.

Lunchtime Supervisors Responsibilities:

- To follow the Staff Handbook that outlines their roles and responsibilities.
- To implement and promote consistently the Positive Behaviour Policy when always undertaking their duties.
- To ensure that the Lunchtime Rights Respecting Charter is followed.
- Supervisors are responsible for the behaviour of pupils at lunchtimes and to share with Class Teachers at the end of breaktimes. It is their responsibility to record incident/s notes in books whilst on duty and then transfer these electronically.

Our Parents Aims:

- Parents/Carers play a crucial role in helping schools maintain and develop good behaviour. Parents/Carers have an important role in supporting the School's Policy and in enforcing this at home and to promote and encourage their children to take responsibility for their behaviour and choices.
- Parent/Carers need to ensure that they deal with incidents that happen at home.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Parents/Carers first point of contact will always be to communicate with their child's Class Teacher for any information.
- Sharing or raising of any behaviour concerns. All School staff should refer to the Parent Communication Chart below regarding procedures to be followed.



Parent/Carer Communication Chart

Parents/Carers raise all behaviour concerns with the Class Teacher first or a member of Teaching Staff.

Class Teacher/Teaching Staff must listen to the Parent/Carers and aim to deal with the issue that is raised. Class Teacher/Teaching Staff to look into the concern and give feedback to Parents/Carers within a time frame. This must be recorded on CPOMS with a resolution.

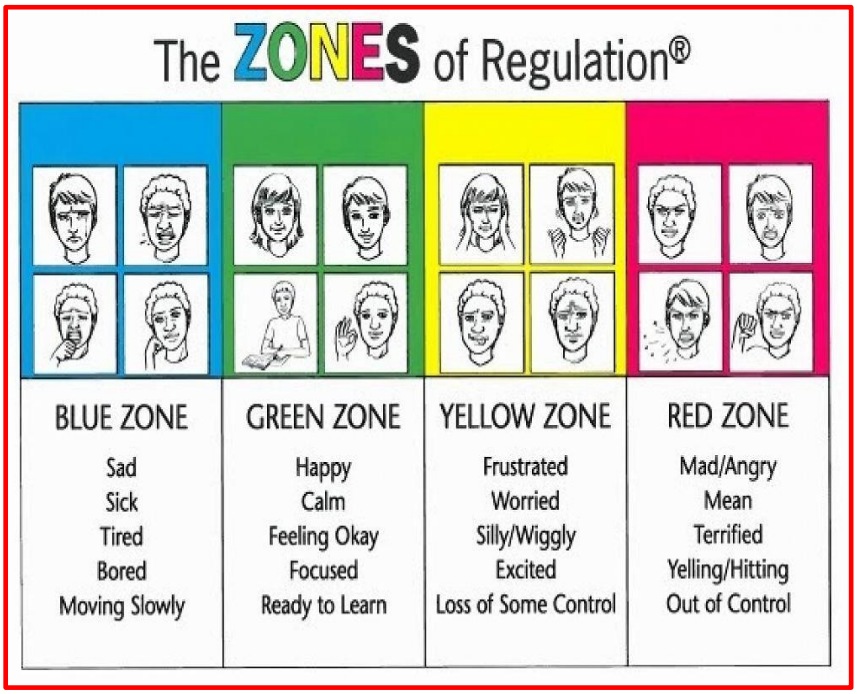
If Parents/Carers are not satisfied with the outcome - it is then progressed to the next level to the Pastoral Team. Parents/Carers are to make an appointment via the school office to arrange a meeting.

If Parents/Carers are not satisfied with the outcome from the meeting with the Pastoral Team - they can arrange a meeting with SLT via the school office. Concerns must not be discussed in the playground. Members of Teaching Staff will attend the meeting.

If Parents/Carers are not satisfied with the outcome from the above meeting with the SLT - they can arrange a meeting with the Head Teacher via the School Office.

Zones of Regulations

- The Zones of Regulation enables pupils to sort their emotions into four coloured Zones.
- Through this curriculum, pupils will gain an increased skill of different vocabulary to help express emotional terms, skills in reading facial expressions, perspective on how others see and react to their behaviour, insight about events that trigger their behaviour, and problem-solving skills.



- The Zones of Regulation is a process in which pupils can independently identity early triggers in the escalation of their behaviour choices. As a result, this empowers Class Teacher/Teaching Staff to utilise preventative measures in ensuring that behaviour does not escalate.
- All classes have a Zones of Regulation Chart in their classrooms.
- On arrival into the classroom, all pupils will place their name card on the zone that they can relate to in the mornings.
- Throughout the day, the pupils will have the opportunity to move their name cards to the specific zone which reflects their emotions.

Definitions:

Low Level Concerns are defined as:

- Pupils' behaviour that does not cause huge disruption but still disrupts part of the class.
- Pupils who do not stay on task.
- Pupils who distract peers from their learning by fidgeting and playing with objects.
- Pupils talking unnecessarily.
- Not listening or following instructions as their peers.
- Being disrespectful in their learning environment and as a result, the Class Teacher/Teaching Staff must stop teaching.

- Teaching Staff must be proactive in ensuring their classroom is calm and that pupils are placed strategically on a seating plan and are not placed next to pupils whom they may cause low level disruptive behaviour.
- All pupils are to sign the 'Out of class book' when going to the toilets to monitor and ensure that there are no low-level incidents.

Poor behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude towards peers and learning.

Serious poor behaviour is defined as but not limited to:

- Repeated breaches of the School's Charter and this Policy.
- Any form of bullying.
- Child on Child Abuse.
- Child-on-Child - sexual violence, sexual assault (intentionally sexual touching without consent).
- Child-on-Child - sexual harassment, meaning unwanted conduct of sexual nature, such as:
  - Sexual comments.
  - Sexual jokes or taunting.
  - Physical behaviour such as interfering with clothes.
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media).
  - Vandalism.
  - Theft.
  - Fighting.
  - Smoking.
  - Racist, sexist, homophobic, ableist or any discriminatory behaviour.

Possession of any **prohibited items**. These may include:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Vapes.
- Pornographic images.
- Nude and semi-nude images.
- Any article a staff member suspects of reasonably has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage property.

Bullying

Bullying is defined as the repetitive, intentional harm of one person or group by another person or group, where the relationship involves an imbalance of power. ***Please refer to the Anti Bullying Policy.***

Incidents Outside School

All incidents that occur at home and which are shared by Pupils/Parents/Carers at school, Parents/Carers must be informed and ensure that they understand that the incident occurred under their Duty of Care and supervision. It is their responsibility to ensure that it is investigated and resolved in partnership with the school. Parents/Carers will always be reassured that the school will always support them. Should any safeguarding concerns arise, the school will without hesitation contact Birmingham Children's Trust or West Midlands Police for advice, support, and assistance.

The school will investigate thoroughly any pupils out of school behaviour incidents (when representing the school) by Parents/Carers or Pupils, in line with the Positive Pupil Behaviour Policy.

This is defined by behaviour such as the following:

- Taking part in any school-organised or school-related activity (e.g., school trips).
- Travelling to or from school.
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has poor behaviour off-site at any time, whether the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g., on a school-organised trip). Parents/Carers are kept informed at all stages of the investigation and outcomes.

List of Rewards

Head Teacher Awards

- Special Large Stickers - exceptional work, behaviour and attitudes.
- Head Teacher Award Trip.

Head Teacher Award badges.

- End of Term Treat that pupils choose.
-

Deputy Head Teacher Awards

- Special Stickers - exceptional work, behaviour, and attitudes.
- Stamps in books.
- House Points.
- Extra breaktime.

- Celebrate in Achievement Assemblies.
- Select pupils for trips.

School Rewards

- Positive verbal praise - consistently on-going.
- House Points – awarded consistently by all members of staff for positive attitudes to School life.
- Class Teacher stickers and prize boxes.
- Star of the Day – EYFS and Year 1 - the star pupil will be awarded a small star trophy to keep on their table for the day.
- Golden ticket reward is an ongoing weekly reward for pupils who have displayed exceptional behaviour and positive attitude to their learning and school life. They receive a golden ticket to play in the games room and take home a sticker.
- Pupils' achievements shared and celebrated with Parents/Carers at the end of the day and phone calls via class teacher's ongoing dialogue with Parents/Carers.
- Lunchtime Supervisors' stickers.
- Breakfast Club stickers.
- Weekly Achievement Assemblies.
- Teacher stamps.

School Charters

The School Charters are visual documents that establish an agreed set of rights-based principles created by the pupils of Adderley Primary School. All members of the school community have roles and responsibilities in promoting a Rights Respecting ethos. The School Charters are designed to be an effective way of providing a language for shared values.

- Pupil Voice is used to create the School Charter - this is displayed around the school.
- Each Class Charter is created by the pupils and staff within the class to support a positive learning environment for all members of the class. All sign up to it; in doing so they are agreeing to respect the chosen rights for themselves and others with their responsible behaviour.
- The Class Charters are displayed prominently in every class around school and help to make the UNCRC more relevant.
- Every pupil should know the School Charter and Teaching Staff are responsible for ensuring that pupils refer to them regularly.
- A Lunchtime Charter focuses on specific roles for staff and pupils to create a Rights Respecting ethos and build on shared values at lunchtimes.

Reflection Time

- The aim of Reflection Time is to address pupils' social, emotional, and mental health well-being needs.
- Reflection Time is an opportunity provided for all the pupils at break times to visit and speak to a Learning Mentor. The pupils can come in to share concerns, worries and any happy events that they may have.
- Reflection Time is available for all pupils every day of the week.

House Points

The purpose of House Points is to motivate and encourage positive behaviour by giving pupils an instant reward for their good/improved behaviour and attitude towards peers, adults, and their learning.

All new pupils who come into a new class, must be added immediately to a House ensuring that there is a good balance of pupils in each House.
Our five Houses are Respect, Integrity, Equality, Humility, Diversity. Pupil Voice was pivotal in naming the Houses.

- House Points are the primary method of rewarding good behaviour daily. Up to three House Points can be given at one time. Any member of staff can give House Points.
- Class Teachers are responsible for ensuring that the Houses in their classes are balanced between gender and ability.
- An outstanding piece of work demonstrating a good work ethic as well as personal development.
- House Point charts are then collected and counted every Thursday – this is then shared at the Achievement Assemblies. The Pastoral Team will prepare and update the weekly Power Point Presentation for the assembly. The winning House Point trophy is displayed at the front of the school on the trophy cabinet.
- At the end of the term, the House with the most points is awarded a cinema treat with ice-cream in the school hall.

Golden Ticket

- The purpose of the Golden Ticket is to provide an incentive that encourages good behaviour, positive attitude to learning, encourages punctuality and attendance as well as recognising positive role models which reflects an overall good ethos in school.
- The school has several activities which take place in the games room every week, led by the Learning Mentors.
- Every Class Teacher chooses one pupil from their classes each Thursday afternoon. The chosen pupil receives a Golden Ticket and goes to the Pastoral Room on Thursday afternoons from 2:15pm - 3:00pm. All pupils who attend Golden Ticket are awarded a sticker.

Golden Ticket

- **X-Box**
- **X -Box Kinect**
- **Nintendo Switch**
- **Play station 4**
- **Wii**
- **Board games**
- **Mindfulness Colouring/drawing**
- **Lego**
- **Toys**
- **Interactive Globe**

Star of the Day- EYFS and Year 1

Every pupil can receive the Star of the Day award within their classroom. This is an award that acknowledges a positive attitude not only for their learning, but also to their peers and overall school environment. It provides an opportunity for pupils to strive and persevere to attain the award daily. This must be celebrated by the class at the end of the day. The chosen pupil will be awarded a trophy to keep on their desk the following day to celebrate this achievement.

Teaching Staff

Teaching Staff must use their own initiative in implementing rewards and consequences to help manage behaviour and celebrate pupils' achievements in their classes such as prize boxes and table points. This is in line with following the Positive Pupil Behaviour Policy.

Extra Break Times

Extra break time may be rewarded to a class, target group, a year group or phase group by an SLT member for one of the following:

- Consistently good behaviour and work.
- Good behaviour onsite as well as on an offsite educational visit.
- A class with high attendance (above 97%).
- All staff must be out

My Weekly Reflection Report Cards

My Weekly Reflection Report Cards are as consequence of ongoing behaviour issues and are used to monitor a pupil's behaviour in each lesson and breaktimes over a week.

- Teaching Staff are responsible for deciding when a pupil needs to be put on a Weekly Reflection Report Card in consultation with the SLT - Parents/Carers are informed about the reasons for this happening.
- Pastoral Team will support pupils on Reflection Report Cards to help remove barriers to learning and share strategies with them and the Teaching Staff. It is the Teaching Staff's responsibility with the pupil, to identify the targets to be set in the Reflection Report Card.
- Reflection Report cards must be completed by the Teaching Staff and pupil, it is imperative that all entries on the card are grammatically correct, spellings are correct and that the comments made by the pupils are clear and coherent. Pupils' comments must be checked for spellings and clarity by the Teaching Staff. Completed Reflection Report cards must be given to the designated SLT for that year on Fridays. The report cards are then returned to the Class Teacher on Mondays by the member of the SLT. It is the responsibility of the Class Teacher to ensure that the pupil takes the report card home to Parents/Carers on Monday. The Parents/Carers will be required to read and discuss the Reflection Report Card with their child, write a comment on it and then return with their child on Tuesday.
- Class Teachers are required to arrange weekly meetings with parents of pupils who are not achieving their targets to discuss the Reflection Report Card, once it has been signed by the SLT member as stated above.
- When the Teaching Staff feel that the pupil's behaviour has improved, they liaise with the SLT and Parents/Carers to remove the pupil off the Reflection Report Card.

Sanctions

The purpose of sanctions at Adderley Primary School are to give pupils the opportunity to change their behaviour and remove barriers to learning, to enable them to make the correct behaviour choices and to improve their behaviour.

- It is vital that the pupils understand that it is the behaviour they are exhibiting that has the consequences and is not discriminatory to the pupils themselves.
- The **Sanctions flow chart** explains the process in detail.

Break Time Sanctions (Reflection Time)

- Pupils who have reached Level 3 will automatically miss their next break time the following day.
- Red cards are issued by staff. The reason for issuing the red card is specified on the red card and Parents/Carers are informed of this at the end of the day by the Teaching Staff.
- Reflection Time takes place in the Pastoral Care Room at break times. The pupil takes the time to reflect with the support of the Pastoral Team.

Meetings with Parents/Carers

- It is the Teaching Staff's responsibility to provide feedback to Parents/Carers about the positive as well as the negative behaviour of pupils they teach. A Parent/Carer will be called into School for a formal meeting with the Teaching Staff and SLT if a level 4 incident has taken place. At the meeting, the evidence of the escalation of previous unacceptable behaviour will be shared with the Parents/Carers often with the pupil present.
- It is important that all incidents are logged electronically by all staff so that there is consistent evidence that can be presented to Parents/Carers.
- One of the most regular outcomes of the Parent/Carer meeting is that the pupil is put on a **Reflection Report Card** to support them when making behaviour choices. The card stays in place until a pupil's behaviour has improved, and targets are met successfully.

Zero-tolerance approach to sexual harassment, sexual violence, and Child on Child Abuse

- The school will ensure that all incidents of Child-on-Child abuse, sexual harassment and/or violence are met with a suitable response and never ignored.
- Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate.
- Considered.
- Supportive.
- Decided on a case-by-case basis.

The school has procedures and Policies in place to respond to any allegations or concerns regarding a pupil's safety or well-being (please refer to Safeguarding and Child Protection Policy).

Sanctions for Child-on-Child sexual harassment and violence may include:

- Responding to a report.
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally or to seek advice from the Police and Birmingham Children's Trust.

Please refer to **our Child Protection and Safeguarding Policy** for further information.

Out of Class Sanction

- When classroom sanctions have been followed and there are still behaviour concerns, pupils may then be sent for an out of class sanction. This must be decided by the SLT. This consists of pupils being sent to another Year group to complete their class work that has been set for them by their Class Teacher.
- Parents/Carers are informed of this sanction.

Exclusions

- All exclusions follow DfE guidance on exclusions for Maintained Schools.
- Level 4 behaviour may result in a fixed term exclusion being imposed by the school.
- This will be decided by the Head Teacher and will only be considered when there is clear evidence that all other sanctions and systems have been followed and put in place.

The following incidents will result in immediate fixed term exclusion:

- Inappropriate possession of a prohibited item.
- Assault on a pupil/ member of staff.
- Serious misbehaviour.

All Parents/Carers are informed and called in for a meeting with the SLT to be made aware of the fixed term exclusion - the pupil is issued with work to complete at home and on their return to school, the pupil meets with a member of the SLT/Pastoral Team to reflect.

Children's Services and other External Organisations

Children's Services referral may be made in some cases and is always made in line with the School's Child Protection & Safeguarding Policy for the following concerns:

- Sexually inappropriate behaviour.
- Any behavioural incident which raises Child Protection concerns.
- Behaviour support is a Local Authority Service that the school buys in to COBS (City of Birmingham Behaviour Support). The service will be utilised when and if necessary, through referral by the SEND Lead, the Pastoral Team in liaison with the Head Teacher.

Contacting the Police or other Security Agencies

- Any behaviour that has criminal implications may result in the police becoming involved - the Head Teacher will decide on the appropriate course of action in this case.
- Behaviour linked to radicalisation and extremism should be brought directly to the attention of DSLs who will decide on the best course of action to take. This may result in

involving the Police, Prevent, Birmingham Children's Services or by seeking guidance from the Channel Agenda.

SANCTIONS FLOW CHART

Level 1
Verbal Reprimands GIVEN TWICE

PUPILS MADE AWARE OF ATTITUDE/BEHAVIOUR CHOICES
TEACHING STAFF MUST ENSURE THAT IT IS EXPLAINED TO PUPILS WHY THEY HAVE RECEIVED A VERBAL WARNING AND WHAT STEPS TO TAKE TO IMPROVE THEIR BEHAVIOUR.

- **Pupils not staying on task and not following instructions.**
- **Distracting peers from their learning.**
- **Low Level Disruption.**
- **Constantly answering adults back, being dishonest and disrespectful.**
- **Inappropriate behaviour such as running, spitting, fighting.**
- **Being dishonest.**
- **Please ensure that Parents /Carers are informed at the end of the day.**
- **Ensure that all incidents are logged electronically on CPOMS.**

Level 2

WRITTEN WARNING on the white board under W
TIME OUT FOR 15 MINUTES OR LONGER IF REQUIRED
Please ensure that Parents/Carers are informed at the end of the day.
Ensure that all incidents are logged electronically on CPOMS.

Level 3

RED CARD ISSUED
A written account of the behaviour
A referral is made to the Learning Mentors who will further support behaviour.

- **Persistent and consistent non-compliance behaviour of Levels 1, 2.**
- **Swearing.**
- **Fighting.**
- **Verbal abuse.**
- **Stealing.**
- **Disrupting lessons.**
- **If behaviour does not improve the pupil will be kept in at breaktimes (Parents/Carers will be informed).**
- **Parents/Carers informed about their child's behaviour choices for that day.**
- **Pupils miss break the following day to reflect with the Learning Mentors in the Pastoral Room.**
- **Please ensure that Parents/Carers are informed at the end of the day.**
- **Ensure all incidents are logged electronically on CPOMS.**

Level 4

ESCALATION OF BEHAVIOUR

- **If pupil does not reflect and change behaviour choices/attitudes - a member of the SLT is informed.**
- **Parents/Carers called in for a meeting to discuss the behaviour, support and consequences that can be put in place for their child.**
- **If behaviour continues to escalate, the pupil will be placed in an Out of Class provision into another Year Group.**
- **Pupil is put on Reflection Report Card and pupil to identify their targets.**
- **Pupil is withdrawn from Extended Provision such as clubs and rewards for a limited period until there are changes. Please ensure all concerns are electronically logged on CPOMS.**

INCIDENT FORM

Please TICK THE RELEVANT INCIDENT

Please ensure that the pupil account is scanned electronically and then filed in your Class Behaviour Folder

RACIST		**ABLEIST**		**BEHAVIOUR**	
HOMOPHOBIC		**SVSH**		**PARENTAL CONCERNS**	
ONLINE SAFETY		**OTHER (PLEASE STATE)**			

Name:	**Date:**
Class:	**Place:**

Record of Incident:

Signed _____ **Date** _____

☐ **Informed SLT** ☐ **Informed Parents/Carers (Tick)**

Teacher Follow up/Result of Enquiry

Signed _____ **Date** _____

WEEKLY REFLECTION REPORT CARD UPPER PHASE

Name		Class	

I can achieve my target of	
I can achieve my target of	
I can achieve my target of	

WB		1	2	B	3	4	L	5	Teacher Comments	Pupil comments
Mon	T1									
	T2									
	T3									
Tues	T1									
	T2									
	T3									
Wed	T1									
	T2									
	T3									
Thur	T1									
	T2									
	T3									
Fri	T1									
	T2									
	T3									
	Senior Leader comment									

SLT Comments:

Signed: **Date:**

Parents/Carers feedback:

Signed: **Date:**

Reflection Report Card

Pupil Name: _____ **Class:** _____

School Charter

- We have the right to express positive opinions and have our views taken seriously. (Article 12 and 13).
- We have the right to be protected from violence and bad treatment, including all types of bullying (Article 19).
- We have the right to learn in a stimulating and engaging environment (Article 28).
- We have the right to develop our talents and abilities (Article 29).
- We have the right to relax, play and take part in a wide range of cultural and artistic activities (Article 31).

LOWER PHASE

SLT Comments:

Signed: **Date:**

Parents/Carers feedback:

Signed: **Date:**

Reflection Report Card

Pupil Name _____ **Class:** _____

School Charter

- We have the right to express positive opinions and have our views taken seriously. (Article 12 and 13).
- We have the right to be protected from violence and bad treatment, including all types of bullying (Article 19).
- We have the right to learn in a stimulating and engaging environment (Article 28).
- We have the right to develop our talents and abilities (Article 29).
- We have the right to relax, play and take part in a wide range of cultural and artistic activities (Article 31).

UPPER PHASE

WEEKLY REFLECTION REPORT CARD LOWER PHASE

Name		Class	
I can achieve my target of			
I can achieve my target of			
I can achieve my target of			

WB	Lesson 1	Break	Lesson 2	Lesson 3	Lunch	Lesson 4	Lesson 5	What my teacher thinks	What I think
Mo									
Tu									
Wed									
Thu									
Fri									
	Senior Leader comment								