



ARCHBISHOP OF YORK'S CE JUNIOR SCHOOL

POSITIVE BEHAVIOUR POLICY

Date Adopted June 2025	Kerry Davies Executive Headteacher	Signature 
Date for review June 2026	Tim Andrew Chair of Governor	Signature 

The Full Governing Body will be responsible for evaluating and reviewing this Policy.



RATIONALE

Through AYJS PRIDE we nurture each individual to flourish, achieve and live out Christian values. This is promoted through our Positive Behaviour Policy. We promote an environment in which children foster positive relationships with their peers and adults. Verbal praise is at the centre of everything we do, ensuring that children understand why they are being praised and how this is great for the whole school community. We ensure that children get opportunities to talk about the importance of good behaviour and the effect it has on themselves and everyone around them.

AIMS

The aims of this Policy are to ensure:

1. a consistent whole school approach to promoting positive behaviours for learning,
2. all members of the school community understand their rights and responsibilities in promoting a positive learning environment which enables everyone to meet their full potential without disruption to learning, and
3. children and adults have a consistent approach to developing the social and emotional aspects of learning which underpin positive behaviour and effective learning.

RULES AND EXPECTATIONS

At AYJS, we have clear structures and systems in place to ensure a consistent whole school approach to promoting positive behaviour. These have been shared with stakeholders and made available on the school's website.

They include our four school rules which are child-friendly and displayed in classrooms and around the school:

1. We follow instructions.
2. We keep our hands and feet to ourselves.
3. We speak, listen and act with respect.
4. We treat others as we would wish to be treated ourselves
("Matthew 7 v12 – do unto others as you would have them do unto you").



REWARDS

There are many ways in which we promote positive behaviour and raise self-esteem. We reward children for making good choices and showing considerate behaviours. Some examples are:

- Using praise as much as possible to highlight specific behaviours and actions.
- Enabling opportunities for children to express themselves and their feelings in a secure environment.

- Giving responsibilities.
- Encouraging everyone to share their strengths with one another.
- Talking to children about their choice of behaviour – making clear that the choice in behaviour may be the problem NOT the child.
- Dealing with incidents of unacceptable behaviour in a consistent manner.

TEAM POINTS

Every member of the school is allocated membership to one of four 'teams,' consisting of pupils and staff from both Bishopthorpe Infant School and Archbishop of York's CE Junior School.

Team points can be earned and awarded for:

- following school rules,
- showing respect,
- demonstrating positive behaviour,
- making good choices,
- being a good role model
- academic and sporting achievement

Team points are collected on a regular basis and a variety of rewards are given at different points during the year to recognise the achievements of each team.

SANCTIONS

At AYJS, there is a clear hierarchy of sanctions when children make inappropriate behaviour choices. When inappropriate behaviour is observed, a child is given a verbal reminder of the behaviour choices that they should be making. If a child continues to make the wrong choices, they are placed on the following stepped hierarchy:

- Step 1 A verbal warning is given. This may be recorded by the class teacher.
- Step 2 A yellow visual reminder card is given to remind children to 'make the right choice' with the acknowledgement that sanctions will follow (if the behaviour persists). This could be accompanied with a move away from the group / rest of the Class. Once this has been successfully achieved the yellow card will be withdrawn.
- Step 3 The child is issued with the red 'stop' card visually or verbally and takes the card with them as they go to work in a separate area for an appropriate period of time determined by a staff member. Parents / Carers will be informed, via the class teacher, of their child's inappropriate behaviour.

If this is a repeated incident or the teacher feels it is of concern, the incident is recorded on CPOMS (Child Protection Online Management System).

The school adopts a severity clause for particular behaviour which may jeopardise the safety of themselves or others. The child is sent to the Headteacher or Assistant Head who makes a phone call home and decides the best course of action.

On occasions, children may jump up the hierarchy e.g. violent behaviour. In such instances the Headteacher may decide to use:

1. Loss of a special privilege
2. An 'internal exclusion' where the child works in isolation for a fixed period of time.
3. An 'external exclusion' where the child is sent home with work for a fixed period of time.

If an 'external exclusion' is deemed necessary a letter will be sent to the parents / carers setting out all the circumstances and advising them that they may have the right of appeal to the Governing Body and / or the Local Authority (LA). The Chair of Governors will be informed. The LA will also be advised in the case of any fixed term or permanent exclusion.

When children are experiencing difficulties in making the right choices over a period of time a behaviour agreement may be drawn up. It will include clear and simple targets as well as rewards and sanctions that have been agreed by all parties, i.e. child, class teacher, parents / carers, Headteacher and Pastoral Lead / SENCO.

The School takes full account of the Single Equality Act 2010 and staff work to help all children succeed whilst considering the needs of each child individually.

RESTRAINING PUPILS

All members of staff are aware of the regulations regarding the use of reasonable force to control or restrain pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

SUPPORTING CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

Some children may have persistent difficulties meeting behaviour expectations because of identified SEMH needs. It may be helpful for adults to think of such children as struggling to handle something difficult/communicating an unmet need, and therefore needing support to manage distress, rather than thinking of them as choosing to behave badly and concluding that they should be 'punished'. We recognise that such children may require specific provision which is in addition to / different from most of their peers. Therefore, in accordance with DfE Mental Health and Behaviour in School Guidance (November 2018), this policy acknowledges the need for flexibility and differentiation, and advocates approaches that are tailored to meet specific individual needs and experiences.

Any adapted provision should be planned with the SENCo and may include:

- Regulation times – access to a quiet area, in class 'regulation zones' (busy boxes, stress balls, fidget toys, social stories, drawing pads), self-withdrawal, specific 'safe' places (e.g. tent)
- Support from CYC well-being service and/or ELSA
- Individual Short-Term Targets – written with child to address a specific issue and usually reviewed at the end of each lesson/break (not suitable for all)

MONITORING AND EVALUATION

The Senior Leadership Team and the Full Governing Body have responsibility for monitoring and

evaluating the impact of this Policy.