



**ARCHBISHOP OF YORK'S C.E JUNIOR SCHOOL
BISHOPTHORPE INFANT SCHOOL
POSITIVE BEHAVIOUR POLICY**



Date Approved:	September 2026	Local Governing Committee
Date of Review:	June 2027	Local Governing Committee

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

RATIONALE

The Positive Behaviour Policy at Archbishop of York's C.E Junior School and Bishopthorpe Infants reflects our shared commitment to creating safe, welcoming and respectful environments where every child can learn, flourish and achieve their potential. Both schools share the vision '**All In, Reaching Out, Soaring Together**' and the **KITE values – Kind, Inclusive, Thrive and Explore**, which provide a common language and foundation for promoting positive behaviour, strong relationships, responsibility and respect across the two schools.

While Bishopthorpe Infants is not a Church school, its approach to positive behaviour is underpinned by these shared values and a commitment to nurturing the whole child. At AYJS, as a Church school, our Positive Behaviour Policy also reflects our Christian foundation and the importance of Christian values. This ensures that children experience continuity as they move from the Infants to the Juniors, while recognising and respecting the distinct identity and character of each school.

AIMS

The aims of this Policy are to ensure

- a consistent whole school approach to promoting positive behaviours for learning,
- 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
- 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

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



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 our school community is allocated to one of four 'teams', bringing together pupils and staff from both Bishopthorpe Infant School and Archbishop of York's C.E Junior School. This shared approach reflects our commitment to working together as one school community, while recognising the distinct identity and character of each 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

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:

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| 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/SLT, of their child's inappropriate behaviour.

Red card incidents will be recorded on CPOMS (Child Protection Online Management System).

Where behaviour is of a serious nature and may jeopardise the safety or wellbeing of the pupil or others, a consistent approach will be followed across both Bishopthorpe Infant School and Archbishop of York's CE Junior School. The pupil will be referred to Senior Leadership Team, who will contact parents or carers and determine the most appropriate course of action in line with the circumstances and the Positive Behaviour Policy.

On occasions, children may jump up the hierarchy, for example violent behaviour. In such instances the Senior Leadership Team 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.

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that all children are supported to succeed and are treated fairly, with their individual needs, circumstances and characteristics taken into account. Staff recognise that children may require different approaches and appropriate adjustments to enable them to access learning, participate fully and achieve positive outcomes. Our approach to positive behaviour promotes equality, inclusion, respect and dignity for every member of our school community.

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 (see Trust - Restrictive Interventions Policy)

SUPPORTING CHILDREN WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

We recognise that all children may experience times when they find it difficult to manage their emotions, regulate their behaviour or meet the expectations of school. Our approach begins with a universal offer of support available to all children, including clear routines and expectations, positive relationships, predictable responses, opportunities for movement and regulation, and access to appropriate resources and adult support.

Some children may experience persistent difficulties with behaviour as a result of identified Social, Emotional and Mental Health (SEMH) needs or other individual circumstances. In these situations, adults should seek to understand behaviour as a possible expression of distress or an unmet need, rather than simply viewing it as a deliberate choice to behave inappropriately. Our aim is to understand the underlying need, support the child to regulate and develop positive strategies, and enable them to successfully access learning and relationships.

Where a child requires support in addition to the universal classroom offer, provision will be flexible and responsive to their individual needs and circumstances, in line with relevant DfE guidance on mental health and behaviour in schools. Any additional or adapted provision will be planned in consultation with the SENCo and, where appropriate, the child, parents/carers and other professionals. This may include:

- Regulation support – access to a quiet area, in-class regulation resources and zones, movement breaks, opportunities for self-regulation and agreed safe spaces.
- Targeted emotional wellbeing support – support from appropriate school-based staff, such as ELSA, and/or the CYC Wellbeing Service where appropriate.
- Individual short-term targets – agreed with the child to focus on a specific behaviour or area of need, with regular review. These will be used where appropriate and are not suitable for every child.

MONITORING AND EVALUATION

The Senior Leadership Team and the Full Governing Body have responsibility for monitoring and evaluating the impact of this Policy. It will be reviewed annually.