



Kirkstall Valley Primary School

Positive Behaviour Policy

Policy Agreed: December 2025

Policy Review: December 2026

1. Our Vision and Values

At Kirkstall Valley Primary School, we are unapologetically ambitious for our children. We believe that good behaviour is not just about compliance; it is about character. It reflects our sense of identity, our work ethic, and our respect for one another.

Our behaviour policy is built upon our three core school values:

- **Courage:** We have the courage to own our mistakes, to tell the truth (restorative honesty), and to tackle difficult work with resilience.
- **Compassion:** We show **compassion** by ensuring our behaviour never stops others from learning and by being kind and inclusive to our peers.
- **Commitment:** We are committed to our education. We arrive ready to learn, we work hard, and we take responsibility for our actions.

2. The Right to an Undisrupted Education

We protect the absolute right of every child and staff member to an undisrupted education and working environment.

Learning is precious. Any behaviour that disrupts the learning of others is a breach of the value of **Compassion** for one's peers. We teach children that they are part of a community, and with that comes the responsibility to self-regulate so that everyone can succeed.

3. Behaviour as a Curriculum

We understand that good behaviour is not just innate character; it is a skill set that must be taught, learned, and practised. At Kirkstall Valley, we treat behaviour as a core part of our

curriculum, akin to mathematics or reading.

We do not assume children automatically understand the complexities of social interaction or self-regulation. Instead, we:

- **Explicitly Model:** Staff model the behaviours we want to see, showing **Compassion** and **Courage** in their own interactions.
- **Teach Routines:** We explicitly teach specific routines (such as lining up, transition times, or active listening) so children know exactly what these look like and how they link with our school rules of being **Safe**, **Ready**, and **Respectful**.
- **Practice:** We rehearse these norms until they become habits. When standards slip, we do not just sanction; we reteach the behaviour to ensure understanding.

4. Adult Consistency

Leading by Example The behaviour of adults is the most powerful lesson in our school. We operate on the principle that there is one culture for everyone. We expect every single person on our site—staff, parents, governors, and visitors—to model the values we require of our children.

- We Model **Compassion**: We do not shout. We speak calmly and kindly, even when addressing poor behaviour.
- We Model Respect: We listen when others are speaking. We do not interrupt children or colleagues.
- We Model Courage: We admit when we are wrong and apologise. We challenge inappropriate behaviour in a way that preserves dignity.

We cannot ask a child to regulate their emotions if the adults around them do not. Therefore, any adult behaving in a way that contradicts our values of Safe, Ready, and Respectful will be reminded of our school expectations.

5. Aims of this Policy

This policy is designed to:

- Make sure everyone at Kirkstall Valley Primary School understands the high expectations we have for behaviour and work ethic.
- Encourage children to take responsibility for their choices from an early age.
- Promote a culture where hard work and kindness are the norm.

- Ensure a consistent, restorative approach when mistakes are made.

6. Our Rules: Safe, Ready, Respectful

To live out our values of **Courage, Compassion, and Commitment**, we follow three simple rules. We must be:

1. **Safe:** We move calmly and protect the safety of ourselves and others (**Compassion**).
2. **Ready:** We arrive on time, with the right equipment, and the mindset to work hard (**Commitment**).
3. **Respectful:** We speak politely, listen when others are speaking, and follow instructions first time (**Courage & Compassion**).

(See Appendix 2 for specific examples of what these look like in practice).

7. Roles and Responsibilities

Children are expected to:

- Take ownership of their behaviour and learning.
- Demonstrate a strong work ethic—trying their best even when the work is challenging.
- Accept responsibility when they make a mistake and engage in restorative conversations to put it right.

Staff are expected to:

- Model **Courage, Compassion, and Commitment** at all times.
- Consistently apply this policy to protect the learning environment.
- Focus on the positive first, praising effort and routine excellence.

8. Inclusion and SEND

We recognise that behaviour can often reflect unmet needs, sensory overload, anxiety, or difficulties in emotional regulation. We are committed to understanding the root cause of

behaviour while maintaining high aspirations for all children.

We acknowledge that some children, particularly those with SEND or emotional vulnerabilities, may require additional personalised support to meet these high expectations. Therefore, this policy will be adapted where necessary to support them effectively. However, violence or abuse towards staff or children is never acceptable, and the safety of the school community remains our priority.

Support strategies may include:

- The creation of **individual behaviour plans** or **individual Regulation Plans** (using Zones of Regulation).
- Bespoke reward systems to celebrate small steps of progress.
- Adult support for **co-regulation**, providing a safe space to calm down before reflecting.
- Reasonable adjustments to the sanction hierarchy, as agreed with the SENCO and Senior Leadership Team (SLT).

9. Rewards

We believe in recognising those who do the right thing. When children show commitment to their learning and **compassion** for others, we reward them with:

- **Verbal Feedback & Affirmation:** Specific praise for work ethic and choices.
- **Class Dojos & Stickers:** For daily successes.
- **Certificates:** Awarded in Friday Celebration Assembly for demonstrating school values.
- **Postcards & Phone Calls:** Sent home by teachers or SLT to celebrate exceptional effort or improvement.

10. Sanctions: A Restorative Approach

We use a restorative approach when expectations are not met. This means we separate the behaviour from the child. When a rule is broken, it is an opportunity to reflect, repair harm, and learn.

However, to protect the learning of others, we have a clear progression of consequences. Teachers will use non-verbal cues and reminders to support self-regulation. If behaviour continues to fall below our expectations, the following stages apply (see Appendix 1 for full

detail):

1. **Verbal Reminder**
2. **Verbal Warning**
3. **Time for Reflection (5 minutes):** A pause in the child's own time to think about the loss of learning. A further **5 minutes** may be given if the behavior is not rectified or an additional unacceptable behavior is shown.
4. **Extended Reflection (15 minutes):** With a member of SLT.
5. **Internal Withdrawal:** Withdrawal from class to ensure others can learn.
6. **Fixed Term/Permanent Suspension:** For extreme/dangerous behaviour, or repeated actions where no effort is made to put things right.

Restorative Conversations:

Following any sanction involving lost time (Stage 3+), a restorative conversation must take place. **The Adult's Role:** Staff will listen with **Compassion**, validating the child's feelings while maintaining boundaries, and support the child to answer the following:

- What happened?
- Which value (Safe, Ready, Respectful) was broken?
- Who was affected by your choice?
- What do you need to do to put things right?

Work Ethic & Unfinished Work:

If work is not completed due to a lack of effort or disruption, it must be completed in the child's own time. This is not a punishment, but a reinforcement of our value of **Commitment**—learning is important and must be finished.

Please note: Children will always be given sufficient time to eat their lunch and use the toilet.

11. Early Years Foundation Stage (Nursery & Reception)

In the Early Years, we focus on establishing the fundamentals of self-regulation and social responsibility. While we use visual prompts and reminders, we explicitly teach children to "make the right choice". Sanctions in EYFS are immediate and short (e.g., time out on a thinking spot) to help children reset and return to learning quickly.

12. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is a direct violation of our value of **Compassion** and our rule of **Safety**.

- **Types of Bullying:** Physical, Verbal, Emotional, Cyber, and Prejudice-based.
- **Reporting:** We encourage all children to have the **Courage** to tell a trusted adult immediately.
- **Action:** We take all incidents seriously. We investigate, support the victim, and work restoratively with the perpetrator to change behaviour, alongside appropriate sanctions.

(Please refer to the full Anti-Bullying policy available on our website).

13. Record Keeping

We maintain clear records (using CPOMS and behaviour logs) to identify patterns, safeguard children, and ensure communication with parents is accurate and timely. We record incidents where behaviour has not aligned with our values to help us identify where additional support or coaching is needed.

Appendix 1: Sanctions Progression

Protecting the Right to Undisrupted Learning: Consequences for Behaviour Not Aligning with our Values

Standard Progression: In the vast majority of cases, staff will follow Stages 1–4 to support the child to self-regulate. However, to protect the Right to an Undisrupted Education and/or for safety reasons, staff may bypass lower stages and move immediately to Stages 5 and 6 if:

- Behaviour is dangerous or threatening.
- The lesson is significantly disrupted or brought to a standstill (the "Red Line").

Stage	Behaviour Example	Sanction & Restorative Action
Commitment	Unfinished Work: Not finishing work to the teacher's satisfaction due to lack of focus or effort.	Own Time: Work is finished in break/lunch time. Failure to rectify this moves to Stage 5 (Defiance/Persistent Refusal).
Stage 1	Low-level disruption: Passive disengagement, low-level talking, distracting others.	Reminder: Verbal or non-verbal cue to get back on task. "Are you Ready?".
Stage 2	Persistence: Continuing to talk or distract after a reminder.	Verbal Warning: "This is your warning. I need to see Commitment to learning now.".
Stage 3	Disruption/Disrespect: Continued disruption, calling out, refusal to follow instructions.	5 Minutes (Child's Own Time): Reflection takes place during the next break or lunch, ideally in class or partner class. A further 5 minutes may be given if needed.
Stage 4	Escalation: Throwing equipment, speaking disrespectfully to others, arguing with an instruction, repeated Stage 3.	10 Minutes (Child's Own Time): Reflection takes place during the next break or lunch with a the Learning Mentor or a member of SLT. Parents may be notified via text/call.

Stage 5	Serious Behaviour: Persistent disruption of teaching and learning, swearing, refusal to leave class, absconding (internal/on-site), hate incidents, verbal aggression.	Internal Withdrawal: Withdrawal from class for session/day. Meeting with a member of SLT. Parents contacted regarding behaviour significantly below expectations.
Stage 6	Extreme Behaviour or Persistent Refusal: Violence, leaving school grounds, dangerous conduct, or repeated actions where no effort is made to put things right despite support.	Fixed Term Suspension: Decision made by Headteacher. Reintegration meeting required with parents.

All sanctions from Stage 3 onwards must be followed by a restorative conversation.

Appendix 2: What Good Behaviour Looks Like (Updated)

Examples of our Values in Action

1. WE ARE SAFE (Compassion & Courage)

- Walking calmly around school—never running.
- Keeping our hands and feet to ourselves (no play fighting).
- Using equipment carefully so it is ready for the next person.
- Having the **Courage** to report if something or someone is unsafe.

2. WE ARE READY (Commitment & Work Ethic)

- **Work Ethic:** getting straight to work on 'Do Now' tasks without needing a reminder.
- **Resilience:** Trying our hardest even when the work is difficult. We don't give up; we ask for help politely.
- **Responsibility:** Having the correct equipment (PE kits, reading records).
- **Active Listening:** Turning our bodies towards the speaker and listening carefully.
- **Transitions:** Lining up silently on the signal/whistle to maximise learning time.

3. WE ARE RESPECTFUL (Compassion)

- **Undisrupted Learning:** We never interrupt when the teacher or a peer is talking.
- **Respectful Challenge:** Waiting for the right moment (not interrupting), using a calm voice, and saying, *"Please can I check something?"* or *"I thought it was this..."*
- **Manners:** Using "Please", "Thank you", and "Good Morning".
- **Tone:** Speaking calmly and kindly to everyone.
- **Instructions:** Following instructions the first time (especially for safety), understanding that a *Respectful Challenge* can be raised at an appropriate moment.

Every single day, from every single person:



Safe



Ready



Respectful



Courage



Compassion



Commitment