



May Park Primary School
Supporting Positive Behaviour for Learning
Policy

Date of approval	March 2026
Approved by	LGB
Review date	March 2027

Our Vision

May Park Primary School strives to create a community which upholds the school values and embodies our aspiration to ensure that children become confident and responsible individuals.

We understand the relationship between children's engagement and achievement in learning and their future outcomes academically, socially, and emotionally. This underpins our commitment to enable the children to develop habits and appropriate responses to challenges that will contribute to lifelong learning.

Our school culture supports staff to maintain positive relationships with children and intentionally strives to develop a relentless and collective focus on positive behaviours for learning and life. This is threaded throughout the curriculum where high expectations support a core set of agreed strategies and routines which are consistently applied by all members of staff.

Our Values

The school has 6 values which we expect everyone in the school community to uphold all the time.

- Respect
- Resilience
- Curiosity
- Achievement
- Equality
- Creativity

Our school values align and work in partnership with the expectations we hold for all pupils. These three expectations are to:

- **Be Respectful** – learn how to be empathetic and kind
- **Be Responsible** – learn how to take responsibility for their own actions
- **Be Safe** – learn how to keep themselves and others safe

Our school values are woven through every aspect of school life and inform the universal offer to all children.

Policy Aims:

- To create a positive atmosphere where pupils, feel listened to and supported, with high expectations for all and clear boundaries.
- To ensure that all members of the school community feel safe.
- To allow pupils to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others
- To teach pupils how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood

Teaching and managing a culture of positive behaviour and social interactions at a whole school level

We understand that children come to school with differing understanding and experiences of positive behaviour and interactions. At May Park, everyone is responsible for teaching and maintaining a culture of positive behaviour and social interactions.

In order to promote this ethos, adults will model, identify and praise positive behaviour in action every day. This may look like the following:

- Telling pupils what this looks like in assemblies, class sessions and through our incidental interactions
- Modelling to pupils what this looks like through our own interaction with them and other adults
- Correcting/ challenging incorrect behaviours and interactions when we see them
- Repeating routines and positive interactions constantly so that they become embedded in the fabric of the way we do it in our school
- Praising and rewarding good examples of positive behaviour and interactions
- Supporting pupils to recognise, understand and respond appropriately to their feelings

Alongside this, all adults will be key stakeholders in developing automaticity of school routines, including explicit teaching of routines such as:





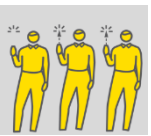
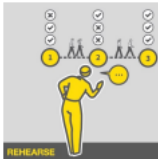
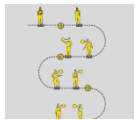

- Public whole school routines
 - Entering for assemblies in silence
 - Sitting in silence in assemblies
 - Walking in lines in the corridor to assembly/P.E/in from the playground
- Outside behaviour
 - Walking into the lunch hall
 - Stopping on the playground when the whistle blows

Classroom Management of Social interactions and behaviour

In our school, each class sets up a class charter at the beginning of the year that reflects the school values and expectations. The Zones of Regulation are used to support children to recognise and understand their feelings and how they can self-regulate back to 'green' and therefore be ready to learn by showing active listening, active engagement, active participation. The Zones of Regulation are referred to throughout the day and taught through discrete lessons so that children learn effective ways to regulate their emotions and seek help when required.

In class, children are taught explicitly to be active listeners and to demonstrate active engagement and participation. There are a variety of agreed methods used by teachers to ensure this in every classroom, in every lesson and include:

- Talk partners
- Show me boards
- Cold calling
- No opt-out
- Targeted questions

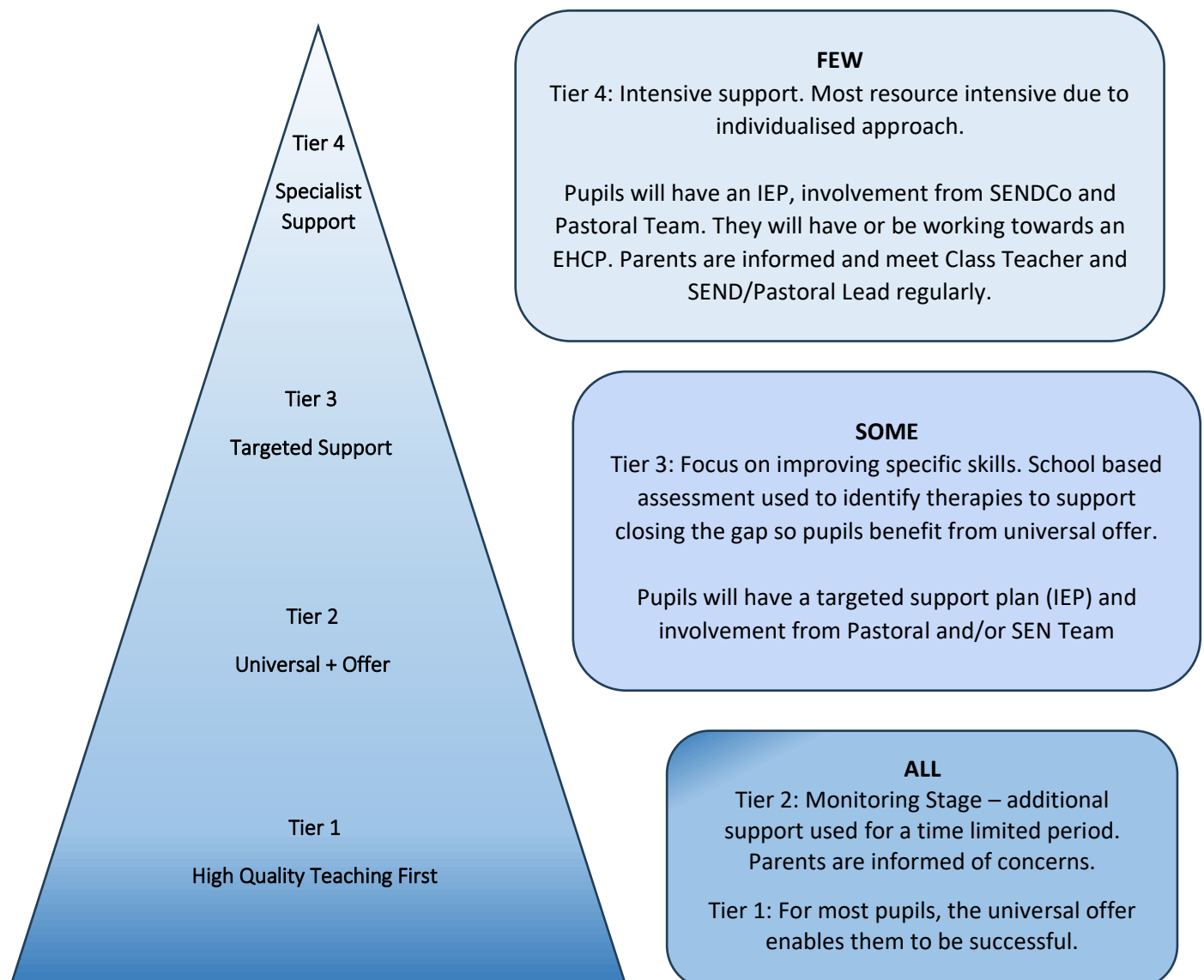
<p>At May Park Primary we create environments in which all pupils feel that they belong and feel safe.</p>  <p>Appropriate learning-focused relationships support high expectations where everyone knows the routines and boundaries. We strive for 100% engagement and participation ensuring continuous learning academically, socially and emotionally.</p>	<p>We establish positive relationships to support the needs and rights of everyone in the school community to feel safe, respected and valued to enable focus on learning.</p> <p>All staff:</p> <ul style="list-style-type: none"> Establish norms around clear roles and boundaries Communicate kindness Learn names and use them Combine assertiveness with warmth 	<p>We use positive framing to maintain high expectations through positive reinforcement.</p> <p>All staff frame correction using positive reinforcement to secure the behaviours they want.</p> <ul style="list-style-type: none"> Be precise so pupils are clear about what you expect to see and hear. When pupils do not meet your expectation reassert what you want – don't describe their behaviour 'Blake, I'd like you looking this way.' Assume confusion over defiance 	<p>We use verbal and non-verbal cues to communicate with pupils</p> <p>Effective teachers do not only use their voice to manage pupils they also use non-invasive strategies without stopping the flow of their teaching.</p> <ul style="list-style-type: none"> Use eye contact Use hand signals/gestures Intentionally model the behaviours you expect to see Use fewer words Use names 
<p>We use signal, pause, insist to establish routines and maintain high expectations.</p> <ul style="list-style-type: none"> Teachers give precise, consistent signals to manage classes and insist on the response. Select a clear, easy signal to use to gain attention. Teach this explicitly & practice it multiple times. Pause – do not give the next instruction until everyone follows the instruction. Ensure 100% compliance using verbal/ non-verbal cues where needed 	<p>We establish and rehearse routines for every common situation pupils encounter.</p> <p>All staff establish simple routines so children know precisely what to do, when, and keep focus on the learning.</p> <ul style="list-style-type: none"> Establish the routine, describe and model them explicitly. Repeat the routines giving pupils clear feedback until it is automatic. Do not allow the routines to slip below what you expect! Reinforce routines constantly and consistently 	<p>We are ready and waiting for the children to support transitions.</p> <p>All staff understand the complexities of moving a group of pupils around a room and the building and prepare accordingly.</p> <ul style="list-style-type: none"> Be at the door ready to welcome every pupil every day. Be on the playground on time so that you are ready to support them to line up correctly. Teach the children that the door to the classroom is the portal to indoor behaviour and that outdoor behaviour belongs in the playground. Walk pupils into assembly silently 	<p>We narrate choice and consequences. All staff are explicit with children that if they do X then Y will happen – and follow through on this consistently every time.</p> <ul style="list-style-type: none"> Establish clarity around your expectations Use assertive choice direction – if pupils choose to misbehave they choose to receive the consequence Explain the why... Maintain the principle of certainty over severity Be consistent and fair 

Behaviour and Social Interaction Tiers of Support

At May Park Primary School, we use a tiered approach to supporting all children to meet the expectations and to succeed throughout their time with us. Our multi-tiered graduated response enables staff and parents to understand where children are succeeding and where they need more support whilst investigating the reasons for this using an evidence informed approach that is matched to pupil needs. It is important to remember that these tiers refer to levels of support that pupils receive not pupils themselves – pupils who receive tier 2 support are not tier 2 pupils.

These Tiers of Support, support the expectations of the following documents:

- The Teaching standards, HLTA standards and LSA standards
- Keeping Children Safe In Education
- UNICEF Rights of the Child
- Excalibur Academy Trust Code of Conduct



Tier 1 Universal Offer – High Quality Teaching First

- Values led approach to school and classroom culture: Respect, Resilience, Curiosity, Achievement, Equality and Creativity which are explicitly taught and reinforced positively as part of the school approach to managing behaviour and social interactions
- Celebration and relentless praise of positive behaviours – this forms the basis of our approach
- Explicit communication of positives through use of Dojo Points, Stickers, Certificates
- Explicit teaching of Zones of Regulation and associated regulation strategies
- Use of Zones of Regulation in all classrooms and outside spaces by all staff including SMSAs to label and support identification of feelings driving behaviour
- High expectations for all – supported by agreed classroom management strategies and teaching and learning approaches.
- Clear boundaries which are judiciously maintained
- Explicit teaching and reinforcement of social norms, positive behaviours and behaviour for learning
- Spoken and written language is appropriate for age and stage of development and is supported through visuals.
- Visual timetable to support structured and consistent days.
- A warm and welcoming classroom where resilience is encouraged.
- Meet and greet for every child at the beginning of the day.
- Adults set the tone and expectations for positive behaviour as the leaders of learning: using pupil's names, eye contact, no opt out, 100% participation and engagement.
- A comprehensive PHSE curriculum
- Resources prepared and ready for pupils.
- Clear instructions including stop signals.
- No whole class sanctions.

Tier 2 Universal + Offer (needs met at class level)

In addition to the universal offer, these children may be supported by:

- Increased adult interactions and reinforcements using agreed school techniques from Zones of Regulation, TLAC
- Increased pre-corrections using gestures or verbal/ visual reminders.
- Social stories shared with key staff and home.
- Boxall screening and use of recommended in-class strategies.
- Additional communication between home/school (home-school book/dojo messages)
- Reminders of school values and expectations
- Change of seat in classroom
- Conversation between pupils and teacher around school values at break/ lunchtime
- Weekly tracking chart in place to monitor trends and triggers.
- Consistent use of script (phrases) that have been agreed by staff working with the child.
- Review relationship with child- where can you build on this relationship?
- Regular discussions with Key Stage Leader
- Carpet spot/ designated seat.

Tier 3 Targeted Support Offer

Children working at this level will have either SENDCo/ Pastoral involvement and must have an IEP in place.

In addition to the universal offer and in-class scaffolds, these children may be supported by:

- Boxall Profile used to assess needs and plan school based intervention
- ABC tracking in place
- School Nurse referral
- TAC/ TAF/ Early Help Plan may be instigated and used to support home-school joint approach
- Adapted timetable informed using evidence from class and screeners
- Personalised behaviour tracker
- Access to ELSA support/Nurture Room Provision
- SENDCo/ Pastoral Care Lead observation
- Individual morning 'meet and greet' and use of visual timetable
- Personalised Zones of Regulation chart/5 point scale
- Red behaviours recorded on CPOMS
- Turnaround sheet supported by SLT for set period of time

Tier 4 SEN Specialist Support Offer – intensive individualised support

Children working at this level will have SENDCo and Pastoral involvement. They will have an and it is likely that they will have or be on the pathway for an EHCP .

In addition to the universal offer, in-class scaffolds and targeted support, these children may be supported by:

- Multi-agency team approach
- EHCP is in place/EHCNA
- TAC/ TAF/ Early Help Plan may be instigated and used to support home-school joint approach
- A range of external services may be involved to support assessments and provision: BCC EYFS Inclusion Team, Educational Psychologist, Hope School, Bridge Foundation, PMHS, CAMHS
- Personalised interventions to explicitly teach appropriate behaviours
- Risk assessment in place
- 1:1 support/ higher group ratio supported by Boxall profile and ABC analysis

Supporting and Managing Behaviour that Challenges

In order to ensure a consistent approach across the school for staff and pupils, all staff will use the following tools to guide and support children back to appropriate learning or social interaction:

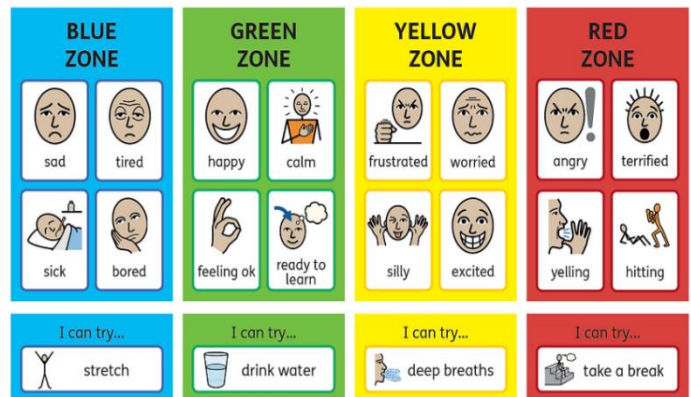
- Zones of Regulation Chart
- Behaviour Flow Chart
- Behaviour Escalation Chart

Zones of Regulation:

Every class will have a dedicated space for displaying and using the Zones of Regulation. Children are taught explicitly about each zone and a variety of regulation strategies.

Staff will also ensure that:

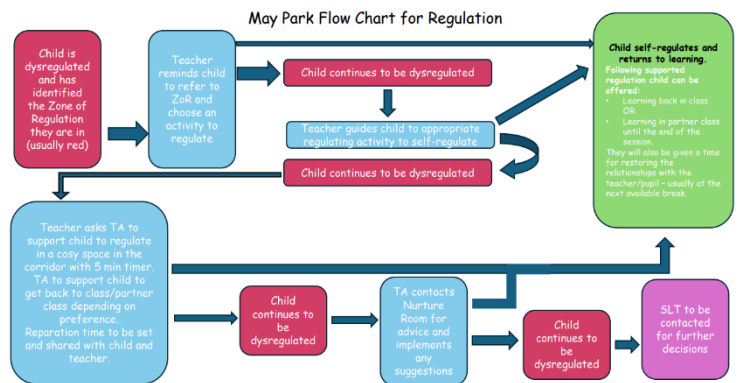
- Children identify the zone they are in when they come into school.
- Children are encouraged to move their zone as required through the day.
- Children have access to regulation spaces in and outside of the classroom as required.
- Staff use the shared language of the Zones of Regulation and support children by labelling and validating their feelings as appropriate.



Appendix 1

Behaviour Flow Chart:

- Staff follow the behaviour flowchart to support pupils to regulate so that they can return to learning as quickly as possible.
- Staff wonder aloud and label feelings for children to support them to identify which zone they may be in and how they could respond.
- Staff promote children to seek their own method of regulation but are ready to guide and support as necessary.



Appendix 2

Behaviour Escalation Chart

The Behaviour Escalation Chart is a tool that can support teachers to respond to all levels of behaviour from Exceptional Learners to Red behaviours which are most challenging.

This is not displayed in the classroom and used by teachers and support staff to ensure consistency of approach.

Stage	Learning attitudes	Reward / Consequence
May Park Exceptional Learner	<ul style="list-style-type: none"> Exceptional engagement and participation in learning which is maintained throughout the day Actively listening and showing respect for others' views Persisting in learning especially when it is challenging Demonstrating pride in own work to ensure the content and presentation are continually improving Actively encouraging others to try their best and supporting them appropriately 	<ul style="list-style-type: none"> Gold Sticker from Head Teacher Class Sparkles awarded Deep Points linked to specific behaviour shown Nominations for weekly values award in assembly
May Park Brilliant Learner	<ul style="list-style-type: none"> Exceptional engagement and participation in learning Actively listening and showing respect for others' views Persisting in learning especially when it is challenging Demonstrating pride in own work to ensure the content and presentation are continually improving 	<ul style="list-style-type: none"> Stickers Positive praise May communicate to parent/carer via teacher Nominations for weekly values award in assembly
May Park Green Learner (Expected Behaviour)	<ul style="list-style-type: none"> Ready to learn - everyone starts the day here every day Active listening, persistence and engagement in learning Following instructions Completing learning Productively working with others 	<ul style="list-style-type: none"> Stickers Positive praise Narrative for children that they are showing that they are in the Green Zone. I can see that...
Warning Stage	<ul style="list-style-type: none"> Not meeting the expected standards for learning attitudes Interrupting teaching and other children's learning e.g. talking at the wrong time, ignoring instructions Calling out Not taking part in the learning 	<ul style="list-style-type: none"> Non-verbal cues & eye contact Child to identify Zone they are in Access regulation strategy as necessary Follow regulation flowchart 5 minute time to class
Amber	<ul style="list-style-type: none"> Not meeting the expected standards for learning attitudes even after a warning Failure to respond to teacher's request Creating a disturbance to other's learning on more than 1 occasion Ignoring instructions on more than 1 occasion 	<ul style="list-style-type: none"> Revisit Zones and use regulation strategy as appropriate Option to complete remainder of session in partner class Miss 5 minutes of lunch time (Teacher discussion) Restorative conversation with relevant adult or pupil Parents informed via slip by class teacher and recorded on CPOMS adult dealing with situation
White	<ul style="list-style-type: none"> Repeatedly Not meeting the expected standards for learning attitudes Failure to respond to teacher's request on more than one occasion Creating a disturbance to other's learning on more than one occasion Ignoring instructions on more than one occasion 	<ul style="list-style-type: none"> Revisit Zones of Regulation Reminder of session in partner class Loss of break/lunchtime or other privilege to complete work with teacher or Year Group Lead Reported and recorded on CPOMS Parents informed in a meeting
Red	<ul style="list-style-type: none"> Serious & Unacceptable Behaviours A serious fight or incident with intent Violent behaviour towards another child with intent Deliberately throwing things towards an adult Destroying/damaging school's or another person's property with intent Heard/uttered offensive/homophobic language 	<ul style="list-style-type: none"> Refer to SLT for decision may include: • A serious suspension for a period (any/any) • A serious suspension for a period (any/any) • Report Card for 5 days pupil reports to SLT at least once per day.

Appendix 3

Using rewards and consequences to support positive learning behaviours

Rewards and consequences are an essential part of encouraging our children to make positive choices for their learning behaviours. Children are praised and rewarded for positive behaviour, excellent learning including effort in learning and behaviour.

Rewards must be sincere, targeted and proportionate and consequences must be consistent, proportionate and predictable – we always use the idea of certainty over severity so that we are consistent and fair.

Our rewards and consequences for each level of the traffic light system should be used consistently by all staff – teachers may also have a whole class reward system in place to support children to work together as a team to achieve a specified goal.

Violence towards staff or pupils, damage to school property will not be tolerated and may result in suspension or exclusion.

Pupils with identified needs

Where pupils have an identified need this has been agreed by home and school and there is an individual education plan in place to support and provide clarity around expectations, rewards and consequences for the individual. Where appropriate, these plans will be in-line with outcomes advised by outside agencies or as detailed on their EHCP. They may also have a lunchtime contract to support behaviour during the lunch period. Pupils with additional needs are still required to meet adapted expectations with identified support in-line with their provision plan; follow instructions and stay safe in school.

Behaviour and social interactions at break time and lunch time

All staff recognise that while classroom interactions look different from playtime interactions, children still require clear and consistent expectations and responses. Children are explicitly taught this difference and adults need to support pupils to follow the expectations.

All support staff, including midday supervisors, have had training in Zones of Regulation and Restorative Approaches. An adapted Behaviour Escalation Chart is used for play and lunch.

Rewards	Consequences	Restorative Approaches
<ul style="list-style-type: none"> Stickers Positive praise Communication to class teacher/ teaching partner on specific ways in which the child has displayed school values. 	<ul style="list-style-type: none"> Standing with an adult for 5 minutes Report to <u>teacher</u> Report on CPOMS Refer to Pastoral Team/SLT 	<ul style="list-style-type: none"> All consequences should include a follow up restorative conversation with relevant staff and pupils

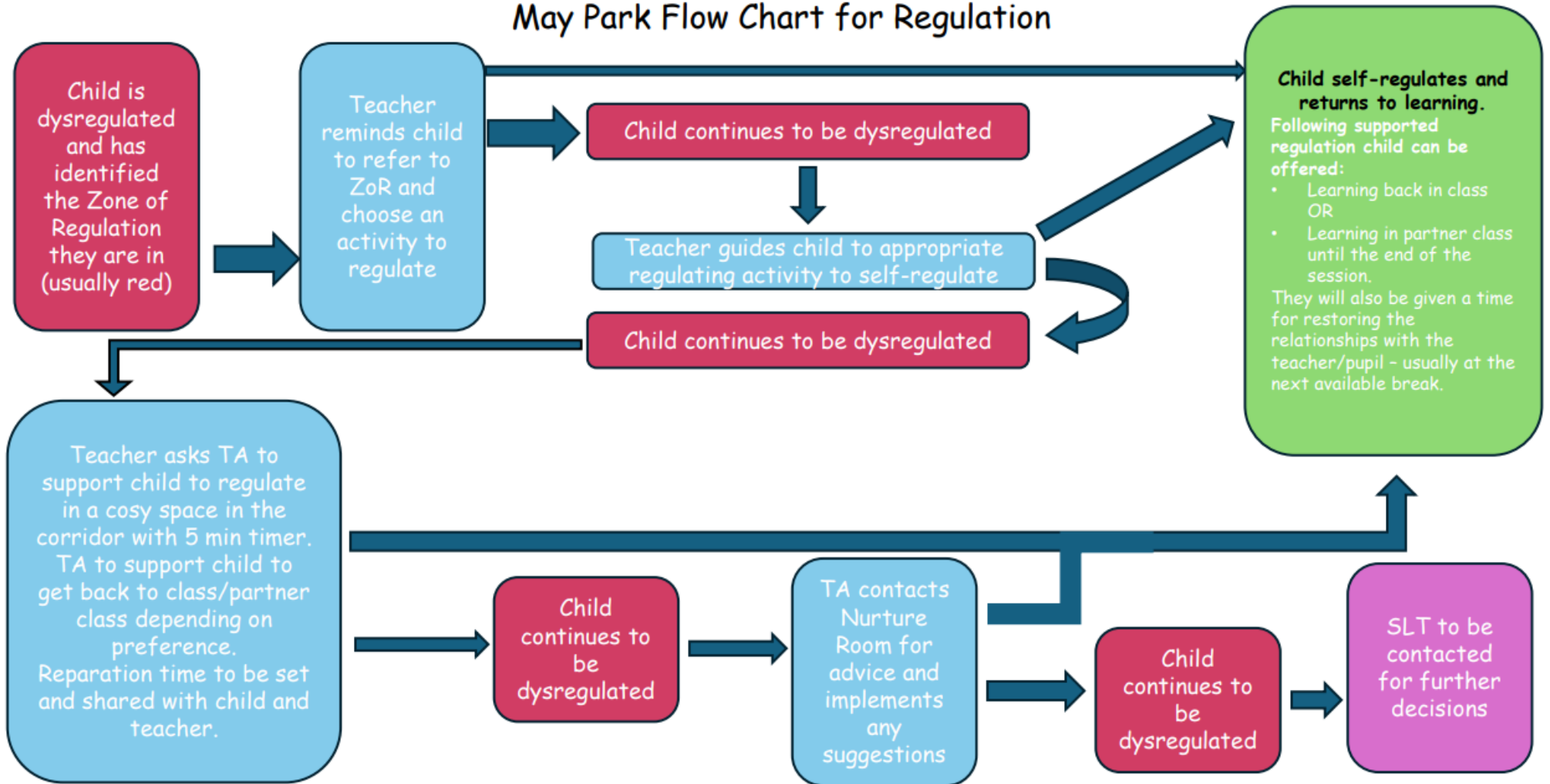
Appendix 4

Appendix 1:

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE																
<table border="1"><tr><td> sad</td><td> tired</td></tr><tr><td> sick</td><td> bored</td></tr></table>	 sad	 tired	 sick	 bored	<table border="1"><tr><td> happy</td><td> calm</td></tr><tr><td> feeling ok</td><td> ready to learn</td></tr></table>	 happy	 calm	 feeling ok	 ready to learn	<table border="1"><tr><td> frustrated</td><td> worried</td></tr><tr><td> silly</td><td> excited</td></tr></table>	 frustrated	 worried	 silly	 excited	<table border="1"><tr><td> angry</td><td> terrified</td></tr><tr><td> yelling</td><td> hitting</td></tr></table>	 angry	 terrified	 yelling	 hitting
 sad	 tired																		
 sick	 bored																		
 happy	 calm																		
 feeling ok	 ready to learn																		
 frustrated	 worried																		
 silly	 excited																		
 angry	 terrified																		
 yelling	 hitting																		
<p>I can try...</p> <table border="1"><tr><td> stretch</td></tr></table>	 stretch	<p>I can try...</p> <table border="1"><tr><td> drink water</td></tr></table>	 drink water	<p>I can try...</p> <table border="1"><tr><td> deep breaths</td></tr></table>	 deep breaths	<p>I can try...</p> <table border="1"><tr><td> take a break</td></tr></table>	 take a break												
 stretch																			
 drink water																			
 deep breaths																			
 take a break																			

Appendix 2:

May Park Flow Chart for Regulation



May Park Primary School Supporting Positive Behaviour for Learning Policy

Stage	Learning attitudes	Reward / Consequence
May Park Exceptional Learner	<p>Exceptional engagement and participation in learning which is maintained throughout the day</p> <ul style="list-style-type: none"> ✍ Actively listening and showing respect for others' views ✍ Persevering in learning especially when it is challenging. ✍ Demonstrating pride in own work to ensure the content and presentation are continually improving. ✍ Actively encouraging others to try their best and supporting them appropriately 	<ul style="list-style-type: none"> • Gold Sticker from Head Teacher • Class Sparkles awarded • Dojo Points linked to specific behaviour shown • Nomination for weekly values award in assembly
May Park Brilliant Learner	<p>Exceptional engagement and participation in learning</p> <ul style="list-style-type: none"> ★ Actively listening and showing respect for others' views ★ Persevering in learning especially when it is challenging Demonstrating pride in own work to ensure the content and presentation are continually improving 	<ul style="list-style-type: none"> • Stickers Positive praise • May communicate to parent/ carer via teacher. • Nomination for weekly values award in assembly
May Park Green Learner (expected behaviour)	<p>Ready to learn - everyone starts the day here every day Active listening, participation and engagement in learning.</p> <ul style="list-style-type: none"> ◆ Following instructions ◆ Completing learning ◆ Productively working with others 	<ul style="list-style-type: none"> • Stickers • Positive praise • Narrative for children that they are showing that they are in the Green Zone: I can see that....
Warning Stage	<p>Not meeting the expected standards for learning attitudes</p> <ul style="list-style-type: none"> • Interrupting teaching and other children's learning e.g. talking at the wrong time, ignoring instructions. • Calling out • Not taking part in the learning 	<ul style="list-style-type: none"> • Non-verbal cues & eye contact • Child to identify Zone they are in – access regulation strategy as necessary. • Follow regulation flowchart. • 5-minute timer in class
Amber	<p>Not meeting the expected standards for learning attitudes even after a warning</p> <ul style="list-style-type: none"> • Failure to respond to teacher's request • Creating a disturbance to other's learning • Ignoring instructions on more than 1 occasion 	<ul style="list-style-type: none"> • Revisit Zones and use regulation strategy as appropriate. • Option to complete remainder of session in partner class • Miss 5 minutes of lunch time (teacher discussion) • Restorative conversation with relevant adult or pupil • Parents informed via dojo by class teacher and recorded on CPOMS adult dealing with situation.
White	<p>Repeatedly Not meeting the expected standards for learning attitudes</p> <ul style="list-style-type: none"> • Failure to respond to teacher's request on more than one occasion • Creating a disturbance to other's learning on more than one occasion • Ignoring instructions on more than one occasion 	<ul style="list-style-type: none"> • Revisit Zones of Regulation • Remainder of session in partner class • Loss of break/lunchtime or other privileges to complete work with teacher or Year Group Lead • Reported and tracked on CPOMS • Parents informed in a meeting
Red	<p>Serious & Unacceptable Behaviours</p> <ul style="list-style-type: none"> • A serious fighting incident with intent • Violent behaviour towards another child with intent • Swearing at/abusive language towards an adult • Destroying/damaging school's or another person's property with intent • Racist/culturally offensive/homophobic language 	<p>Refer to SLT for decision may include:</p> <ul style="list-style-type: none"> • In school suspension for 1 period (am/pm) • Suspension off site • Report Card for 5 days pupil reports to SLT at least once per day.
All must be recorded on CPOMS & BromCom & meeting with parents		

Appendix 4:

Lunch time reward:

Rewards		Consequences	Restorative Approaches
<ul style="list-style-type: none"> Stickers Positive Praise Communication to Class Teacher/LSA on specific ways in which the child has displayed school values 		<ul style="list-style-type: none"> Reminder about acceptable behaviours Standing with an adult for 5 minutes Report to class teacher Report on CPOMs 	<ul style="list-style-type: none"> All consequences should include a follow up restorative conversation with relevant staff and pupils
<p>If the child is unable to improve their behaviour following a direct reminder and standing with an adult for 5 minutes as appropriate please see below:</p>			
Stage	Attitudes	Reward / Consequence	
White	<p>Repeatedly Not meeting the expected standards for playground/unstructured time behaviour</p> <ul style="list-style-type: none"> Failure to respond to adult's request on more than one occasion Creating a disturbance to other's on more than one occasion Ignoring instructions on more than one occasion 	<ul style="list-style-type: none"> Reward / Consequence Revisit Zones of Regulation Report to class teacher to decide about loss of break/lunchtime or other privileges Reported and tracked on CPOMS Parents informed in a meeting 	
Red	<p>Serious & Unacceptable Behaviours</p> <ul style="list-style-type: none"> A serious fighting incident with intent Violent behaviour towards another child with intent Swearing at/abusive language towards an adult Destroying/damaging school's or another person's property with intent Racist/culturally offensive/homophobic language 	<p>Refer to SLT for decision may include:</p> <ul style="list-style-type: none"> In school suspension for 1 period (am/pm) Suspension off site Report Card for 5 days pupil reports to SLT at least once per day. 	
<p>All must be recorded on CPOMS & BromCom & meeting with parents</p>			

Appendix 5

Behaviour Report		
Name:		
Incident:		
Types of Behaviour: Stealing, Unsafe, Swearing, Ignoring Instructions, Disrespectful, Spitting, Fighting, Biting, Damage to Property, Aggression towards Peers/Adults, Play Fighting, Unkindness, Verbal, Physical, Violent, Teasing, Other		
Date of incident:		
Alleged Victims Account:		
Alleged Perpetrator's Account:		
Bystanders'/Witnesses Account:		
Parents/Carers/Guardians of alleged victim informed:		
Parents/Carers/Guardians of alleged perpetrators informed:		
Action Taken		
	By Whom:	Date: