Blue Hills Federation

Positive Behaviour Policy

AUTUMN 2026

The Blue Hills Federation

The Blue Hills Federation is a collective of three primary schools – Clunbury CE Primary School, Newcastle CE Primary School and St Mary's Bucknell CE Primary School. All three schools share one Executive Headteacher and one Governing Body. When using the term 'Blue Hills Federation' within this policy, it is in reference to all three schools. When policy only applies to one school that school will be named specifically. Newcastle CE Primary School does not have a nursery or a preschool, therefore any references to nursery or pre-school do not apply to Newcastle CE Primary School.

Our Vision

Proverbs 22:6 - Good News Bible

'Teach children how they should live, and they will remember it all their lives.'

We are a caring Church Federation bringing together and serving many communities. We provide nurturing environments that facilitates learning for all. We encourage everybody to become confident, sociable and responsible citizens who achieve to the best of their ability in preparation for a fulfilling future.

Our Values

Trust and Truth; Joy and Happiness; Love and Respect; Thankfulness; Friendship and Family; Perseverance and Resilience

Review Date: Autumn 2027

Our Vision and Values

We are a caring Church Federation bringing together and serving many communities. We provide nurturing environments that facilitate learning for all. We encourage everybody to become confident, sociable and responsible citizens who achieve to the best of their ability in preparation for a fulfilling future. Our values include Trust and Truth; Joy and Happiness; Love and Respect; Thankfulness; Friendship and Family; Perseverance and Resilience.

Purpose

This policy provides a framework for promoting positive behaviour and a culture of high expectations across all areas of our schools and during off-site activities. We aim to:

- Develop pupils' self-discipline and understanding of the benefits of positive attitudes and behaviour.
- Develop intrinsic motivation to make good behavioural and learning choices.
- Enable pupils to understand their rights and responsibilities, and to respect the rights of others.
- Provide strong adult role-modelling of the behaviours we expect.
- Promote positive interactions between all people regardless of age, gender, religion, colour of skin or sexual orientation.

Safeguarding and behaviour statement

The Blue Hills Federation recognises that safeguarding and behaviour are intrinsically linked. We believe that all children have the right to feel safe, respected, included and valued. We recognise that behaviour can be a form of communication and that changes in behaviour may indicate unmet needs, experiences of trauma, mental health difficulties, abuse, neglect, exploitation or other safeguarding concerns.

All staff will adopt a child-centred approach and consider at all times what is in the best interests of the child. Where behaviour causes concern, staff will consider whether there are underlying safeguarding needs and act in accordance with the Federation Safeguarding and Child Protection Policy and KCSIE 2026 requirements

Our Evidence-Informed Approach

Our approach is informed by the Education Endowment Foundation's guidance on behaviour in schools. We commit to the following principles:

1. Know and understand our pupils and their influences.
2. Teach learning behaviours alongside managing misbehaviour (e.g. routines, self-regulation, organisation).
3. Use explicit classroom management strategies to support good behaviour (e.g. seating plans, consistent routines, calm, clear signalling).
4. Embed simple, proactive approaches as part of everyday practice (e.g. positive greetings at the door).
5. Use targeted and tailored support for pupils who need it, including those with SEND.
6. Ensure consistency of language, expectations and responses across all staff.

Adult Conduct and Modelling Positive Behaviours

All adults in our federation model the calm, respectful and solution-focused behaviours we expect of pupils. We commit to positive professional relationships with each other—listening actively, communicating clearly, and addressing concerns constructively. We recognise that adult-adult conduct shapes the climate for pupils and therefore has a direct impact on behaviour and learning.

Promoting Positive Behaviour: Recognition and Rewards

Teachers have professional autonomy to recognise and reward positive behaviour and effort in age-appropriate ways (e.g. specific verbal praise; positive notes or messages home; celebration of class achievements; opportunities for responsibility). To protect dignity and avoid social comparison, public displays that rank pupils (e.g. public charts) are not used across the Blue Hills Federation.

We acknowledge the evidence that while rewards can be useful tools, rewards alone do not build a sustained, positive ethos. Our focus is on developing intrinsic motivation, belonging and purposeful engagement through high-quality teaching, meaningful curriculum, and strong relationships.

Restorative Conversations

When harm or conflict occurs, staff use restorative conversations to help pupils take responsibility, understand impact and agree steps to repair relationships. Restorative approaches complement, and do not replace, appropriate consequences. We recognise that these conversations can take time and will be conducted at an appropriate time.

A typical restorative conversation may explore:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected and how?

- What needs to happen now to put things right and prevent recurrence?
- Seek clarification from the involved parties that they feel that they have been heard.

Benefits reported in the evidence base include improved relationships and school climate, reductions in low-level disruption and suspensions, and strengthened social-emotional skills when restorative conversations are held.

Everyday Strategies and Routines

At the Blue Hills Federation we have:

- Clear behaviour expectations: explicitly taught routines for entering/exiting, transitions, getting attention, equipment, and group work.
- Positive greetings; prompt starts; seating plans that support attention and peer relationships.
- Opportunities to share achievements within the school community (e.g. sharing work with other staff, students).
- High-quality, appropriately adapted teaching to maximise engagement and success for all learners.
- Use of calm, consistent language and de-escalation techniques.
- Proactive communication with parents/carers.
- Targeted support plans (with reasonable adjustments) for identified pupils, including those with SEND.

Behaviour as a Safeguarding Concern

Behaviour may indicate additional vulnerability where a pupil:

- Regularly receives sanctions.
- Experiences repeated removals from learning.
- Is at risk of suspension or permanent exclusion.
- Demonstrates significant changes in behaviour.
- Displays harmful, abusive or violent behaviours.
- Is involved in bullying, discriminatory behaviour or prejudice-based incidents.
- Is involved in child-on-child abuse.
- Carries, threatens with, or uses a weapon.
- Shows signs of criminal exploitation, sexual exploitation or radicalisation.
- Frequently goes missing from education.
- Displays indicators of self-harm, suicidal ideation or serious mental health concerns.

In these circumstances staff must record concerns on CPOMS and inform the DSL or Deputy DSL without delay.

Child-on-Child Abuse (Including Harassment and Violence)

The Federation adopts a zero-tolerance approach to child-on-child abuse.

- We will not dismiss harmful behaviour as:
  - “Banter”
  - “Having a laugh”
  - “Part of growing up”
  - “Boys being boys”
- Child-on-child abuse may include:
  - Physical abuse.
  - Bullying and cyberbullying.
  - Prejudice-based and discriminatory bullying.
  - Racism.
  - Faith-based abuse.
  - Misogyny and misandry.
  - Harmful sexual behaviour.
  - Sexual harassment.
  - Sexual violence.
  - Sharing of nudes or semi-nudes.
  - Abuse in intimate relationships.
  - Serious violence and weapon-related incidents.
  - Initiation or hazing behaviours.

Any incidents suggesting child-on-child abuse will be managed in conjunction with the Safeguarding and Child Protection Policy and may involve DSL assessment, risk assessment, parental involvement, police consultation or referral to Children's Services where appropriate

Physical Handling and Intervention

For information on the use of reasonable force and de-escalation, please refer to the Federation’s separate Physical Handling and Intervention Policy.

Anti-Bullying

Bullying, including online bullying, is not tolerated in any way at the Blue Hills Federation. Prevention, identification, recording and responses are set out in our separate Anti-Bullying Policy, to which this policy signposts.

Exclusion

Fixed-term or permanent exclusion will only be considered in the most serious cases and in line with statutory guidance. For procedures and rights of appeal, see the Federation’s separate Exclusions Policy.

Consequences

Consequences or sanctions are graduated, proportionate, and focused on restoring a safe, respectful learning environment. Staff use professional judgement, taking account of context and any reasonable adjustments for pupils with SEND. A graduated approach will be followed. Examples of consequences that could be used within the Federation include:

- A quiet, private reminder or brief coaching conversation.
- A clear warning with choice and consequences.
- Temporary relocation within the classroom or to an agreed space to regulate.
- Short, purposeful time at break or lunch to complete missed learning or a reflection task.
- Reparation (e.g. tidying an area, repairing relationships via a restorative conversation).
- Meeting with a senior leader and/or parents/carers for repeated or serious behaviours.
- Behaviour support plan and targeted interventions for persistent concerns.

Where behaviour is more serious or repetitive, the exclusion policy will be followed.

Monitoring, Training and Review

Recording and Monitoring

Behaviour incidents and safeguarding-related behaviour concerns will be recorded using CPOMS. Leaders monitor behaviour data, and staff identify any patterns to inform support

Leaders will monitor trends including:

- Suspensions.
- Child-on-child incidents.
- Bullying.
- Racist incidents.
- Discriminatory incidents.
- Serious behaviour incidents.
- Attendance concerns.
- Safeguarding-linked behaviour concerns.

Staff receive ongoing training, coaching and induction (including TAs) to ensure a consistent approach. This policy will be reviewed on the published review date or earlier if required.

Why is this important for our Federation: Pupil Voice

"When I'm in a class where everyone is good – I learn more!"

"I love my school – everyone is friendly and I know who to talk to if I'm not happy."

"We have marbles in my class – it's great to see how good we all are."

Appendices

Following the update from KCSIE 2026, please find below information pertaining to this documentation.

1. Mobile Phones

In line with KCSIE 2026 expectations, pupils are expected to follow Federation rules regarding mobile phones and internet-enabled devices. Please see the Federations Mobile Phone policy for further information.

The misuse of technology, including:

- Cyberbullying.
- Harassment.
- Sharing inappropriate images.
- AI-generated harmful content.
- Online abuse.

will be addressed through both behaviour and safeguarding procedures.

2 Equality, Inclusion and Anti-Discrimination

The Federation is committed to an inclusive and anti-discriminatory culture.

- Behaviour that discriminates against others because of:
  - Race
  - Religion or belief
  - Disability
  - Sex
  - Sexual orientation
  - Gender reassignment

will be challenged, recorded and addressed.

Staff will recognise that prejudice-based incidents may have safeguarding implications and should be considered within safeguarding practice where appropriate.

3. Support for Vulnerable Pupils

Additional support may be required for:

- Children with SEND.
- Children with medical needs.
- Looked After Children.
- Previously Looked After Children.
- Children with a social worker.
- Young carers.
- Children experiencing mental health difficulties.

- Children affected by domestic abuse.
- Children absent from education.
- Children receiving Alternative Provision.

Reasonable adjustments will be made where appropriate and behaviour responses will take individual circumstances and vulnerabilities into account

4. Serious Violence and Weapons

Any incident involving:

- Carrying a weapon.
- Threatening with a weapon.
- Threats to seriously harm others.
- Serious assault.
- Serious violence.

will be treated as a safeguarding concern. The DSL will undertake a risk assessment, determine appropriate safeguarding measures and liaise with external agencies including the police where required.

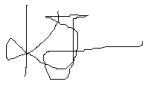
5. Family Help and Early Intervention

The Federation is committed to early intervention. Where behaviour indicates emerging needs, the school may:

- Provide pastoral support.
- Develop a behaviour support plan.
- Engage parents/carers.
- Access community-based support.
- Offer Family Help.
- Refer to Family Help services.
- Seek advice from external agencies.

The aim is always to identify needs early and provide support before concerns escalate.

Document Title:	BHF Positive Behaviour Policy
Version:	V1.0
Approved By:	Full Governing Body
Committee Responsible:	Pupil Support Committee
Date of Approval:	09.06.26
Amendments made due to changes within KCSIE 2026	Autumn 2026
Date of Next Review:	Summer 2027
Chair of Governors Signature:	_____ (Name: _____)

Headteacher Signature:  Name: Mrs Kathryn Jones

Evidence Base

- Education Endowment Foundation (2019). Improving Behaviour in Schools. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour
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- CDC (2024). Promoting Healthy School Communities Through Restorative Practices (infographic). https://www.cdc.gov/youth-behavior/media/pdfs/2024/CDC-DASH-RP-infographic-508.pdf
- Lodi, E. et al. (2022). Use of Restorative Justice and Restorative Practices at School: A Systematic Literature Review. IJERPH, 19(1), 96. https://www.mdpi.com/1660-4601/19/1/96

- Frontiers in Education (2025). Restorative practices in reducing school violence: a systematic review of positive impacts on emotional wellbeing. https://www.frontiersin.org/articles/10.3389/feduc.2025.1520137/full
- EEF Project: Increasing Pupil Motivation – trial findings on incentives. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/increasing-pupil-motivation