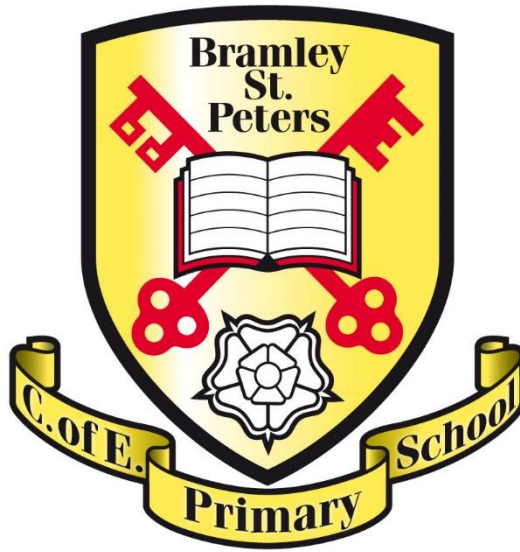




Journeying together with God

Bramley St Peter's C of E (VA) Primary School

BEHAVIOUR POLICY

*Ratified by the Governing Board on 17th September 2026
To be reviewed annually
Review due September 2027*

"Train up a child in the way he should go and even when he is old he will not depart from it."
Proverbs 22:6

Introduction

"Good behaviour is a necessary condition for effective teaching to take place."
(Education Observed 5 - DES 1987)

Bramley St Peter's CE (VA) Primary School believes in this principle and seeks to create an environment in the school that encourages and reinforces good behaviour. We are committed to creating an environment within our school that reflects the principles of the Christian faith in which each individual is valued equally and be aligned to our school vision and values, in particular the value of 'nurture'.

All pupils, parents/carers, staff, Governors and visitors will be fully and equally included in a safe and happy school environment, which promotes learning and achievement whilst celebrating the diversity of individuals.

Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To establish a framework for staff, which focuses on maintaining clear boundaries, high expectations and focusing on positive recognition.

School Ethos

All adults, including visitors and parents/carers, encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we are expected to:

- use a positive approach to behaviour management;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender/gender identity, ethnicity, sexual orientation, cultural and religious beliefs, ability, special educational need and disability;
- show appreciation of the efforts and contribution of all.

"Children need models rather than critics."
Joseph Joubert

Rules

Rules should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Our School Rules

- Be respectful
- Be responsible
- Be ready to learn

These are displayed within each classroom, around school and are outlined clearly in the Home-School-Child Agreement for all new pupils to school. By being visible throughout school, it is possible to revisit and reinforce them throughout the year or when dealing with incidents. See appendix 1.

Approach to behaviour management

We understand behaviour as a communication of emotional need. We are committed to the emotional mental health and well-being of all staff, pupils and parents/carers and wish to provide an environment and curriculum that supports the social, emotional and mental health of the whole school community.

Consistency across school is an important element in our approach to behaviour management. Creating a consistent classroom routine offers stability and a safe environment for social and emotional learning, encouraging a sense of belonging. However, we recognise that a 'one size fits all' approach is not appropriate for our pupils. The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences.

Positive relationships in schools are central to the wellbeing of both children and staff and underpin an effective learning environment. At Bramley St Peter's we build emotional currency, making children feel valued, important and that they belong. This list is not exhaustive, but strategies include:

- Greeting each child by name every day.
- Getting to know children's interests and strengths.
- Celebrating children's accomplishments and proud moments (e.g., high-fives, praise, showing other teachers and children, sending information home to families).
- Being aware of sensitive times for children (e.g. morning transition from home to school, moving to a new year group) and work closely and responsively to ensure a sense of security.

A positive partnership with parents/carers is crucial to building trust and developing a common approach to behaviour expectations and supporting consequences.

Across school we use the 'Class Dojo' online system to support the sharing of clear expectations with children and tracking each child against these expectations.

- Each child has an on-screen avatar and they earn points which are recorded on the system. Children earn points for following the school rules and making positive/good behaviour choices.
- Each class has criteria that points can be gained for. Some of these are set (see below) so there is some consistency across school. A couple of additional criteria can be set by the pupils and staff in the class.
 - Following instructions (the first time of asking)
 - Being respectful to others
 - Showing good manners
 - Putting good effort into learning
 - Showing a good attitude to learning (characters e.g. learning from a mistake)
- Points can be awarded by any member of staff but this will be done in discussion with the class teacher.
- Lunchtime staff can award dojos for their linked class. The focus is on three of the criteria (*) and points are passed on to the class teacher at the end of lunchtime in order to be added to the online system.
- When children have earned an agreed (within class) amount of Dojo points they will receive a token which can be spent in the token exchange.

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by the staff on duty using the same strategies as in the classroom. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher, one of the Behaviour Team, one of the pastoral team or a member of the Senior Leadership Team unless further action is required. Classroom based staff will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, one of the Behaviour Team or Senior Leaders may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Some key aspects of our approach to behaviour management are as follows:

Regulation

Regulating feelings and emotions is a key aspect for many of our children as it is an area they struggle with. It is a skill that they need support to develop.

Regulation time can be used as a supportive strategy at any point through the school day. It may be needed to encourage a child to calm down and compose themselves. Regulation time might be a short time in a quiet area in their own classroom or another appropriate space in school (they should be allowed to enter without fuss and any conversation with them should be done privately).

If a child does not use the appropriate supportive strategy and leave the classroom to regulate, the consequence pathway is then used.

Regulation time in the playground at playtime will involve a child walking round with an adult on duty. At lunchtime, a child will be sent inside to the Thinking Time space to spend some time in a quieter space with a Senior Leader.

Consistent, regulated and predictable adult behaviour

At Bramley St. Peter's, we aim to modify our behaviour so that it is emotionally consistent and puts empathy and logic at the heart of each interaction. Adult behaviour is predictable and calm.

By understanding behaviour as communication, we focus on the unmet need of a child in response to poor behaviour. This separates the child from the behaviour and ensures they are not labelled because of their behaviour.

Staff meet and greet at the start of the day (One Life morning routine), end of break and lunchtimes. The One Life morning routine helps settle children into a routine when they first arrive. Settling activities after break (e.g. reading book) and lunch (register activity) are designed to give children time to regulate and 'be ready to learn'.

All adults play a part in dealing with behaviour. No adult walks past poor behaviour but there is a need to not overwhelm a situation and create an audience with lots of staff involved. Checking in with colleagues is needed as a 'change of face' may be required but this should be done discreetly.

Language used

How we behave is generally a choice and every choice has a consequence. There may be exceptions to this for some children and if so, their individual behaviour support plan should be used to help support their behavioural choices. Using the language of choice within behaviour management reminds our pupils of this fact. They have a choice to make in how they act/speak and they can then choose what happens next. For example, being polite and helpful to a member of staff may result in the child receiving a dojo point.

Staff and pupils within school need to choose the language they use carefully. What is said, along with how something is said, can have a great impact in a situation.

When dealing with a situation/incident staff should remain calm and speak in a way that the child understands. Depending on the child(ren) involved and the situation occurring, approaches need to be adapted in order for them to be effective.

Clear messages should be given to pupils in a calm manner to remind them of the expectations set. This could include a reminder of the school rules. Warnings around next steps and possible consequences should be given but the focus should always be on the positive i.e. you don't want this to happen but a change in behaviour needs to be seen.

If a situation continues to escalate non-judgemental dialogue delivered in an emotionless tone, designed to prevent escalation, should be used.

Examples of language could be

- "I noticed you are..." (wandering around the classroom chatting)
- "You are not showing our school rule/value of..." (respect)
- "You have chosen to..." (stay behind at playtime to catch up with your lost learning)
- "Do you remember when you..." (finished all your writing)
- "That is who I need to see today. Thank you" (for listening)

Restorative approach

Restorative conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative conversations can also be had at any point during the school day. This might be a quick chat or a more formal restorative conversation during which the adult (usually the class teacher) may decide on a logical, appropriate conversation for the child's actions. For example, lost learning time should be paid back.

These restorative questions will be used to support restorative meetings and/or conversations. For KS2 pupils, up to 5 questions will be used. For EYFS and KS1, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?

Adaptations within classrooms

It is important that the right conditions are set within the classroom to promote effective learning and positive behaviour choices. For some children it may be appropriate to further support them with adjustments. These could include aspects such as the use of a visual timetable, appropriate resources and use of rest/movement breaks. Discussions will be had between the class based staff and the SENDCO to determine what is reasonable and appropriate for individual pupils, within the workings of a mainstream school.

*“If the only tool you have is a hammer, you tend to see every problem as a nail.”
Abraham H. Maslow*

Consequence Pathway

The consequence pathway provides a sequence of steps which ensures that there is a clear and consistent approach across the school when dealing with behaviour.

Prior to a verbal warning being given, a number of other strategies will have been used to set the conditions for learning. These might include:

- Tactical ignoring
- Tactical pausing
- Non-verbal cuing
- Positive feedback/positional praise
- Moving around the room
- Distraction/diversion
- Direct questions
- “When you have done..., then you can...”
- Rule reminder
- Blocking (intervening as soon as a behaviour becomes problematic)
- Controlled choice
- Regulation station
- Movement break/brain gym/sensory circuit
- Stating the obvious

Before redirection strategies are used, we need to ensure that all necessary adaptations are in place in the classroom so that every child has the chance to be successful.

Consequences

Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised plan.

Consequences are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, a child not completing work in class due to choices made regarding their own behaviour results in lost learning time which then needs to be paid back. Prior to starting on the steps, it is likely that a number of other strategies would have been used e.g. proximal praise and reminders such as 'show me 5'.

Dealing with situations effectively means we must address the behaviour and not the child. A link should be made to the school rules in order to help the child understand how the behaviour shown was unexpected.

We have designed a consequence pathway (see appendix 3) to ensure there is clarity around the steps taken if unexpected behaviours are observed. These are designed so that all children and adults are very clear about the expectations regarding behaviour and understand what the consequences will be if these are not followed. It is vital that each child clearly understands where they are on the pathway and the language of the school rules are used to reinforce the behaviours that we expect.

Children must recognise that their actions have consequences and are given opportunities to make better decisions/choices regarding their behaviour. Teachers must use positive language and the strategies previously mentioned to give every child the best chance of succeeding with this.

All pupils and staff will have a clear understanding of the school rules. They will be displayed in all classrooms and around the school. Every child will be able to explain what each rule means, why they are so important and what the consequences are if they are not followed.

When an incident occurs that involves a child deliberately breaking the rules, the identified consequence must follow. The consequence will not be open to negotiation or debate. A pupil's individual circumstances will always be taken into consideration when identifying the appropriate consequence and reasonable adjustments will be made for any pupil with SEND where necessary.

When staff are communicating to a pupil that there needs to be a consequence due to breaking the school rules, this needs to be clearly explained using consistent language. For example, if a child continues to talk to their partner when you have clearly asked everyone to stop and listen, they will be given a verbal warning and told it is because they are not showing that they are ready to learn. Verbal warnings are given if a child chooses to deliberately break one of the school rules. This does not need to be officially recorded and it is at the teacher's discretion as to whether parents/carers will be notified.

If a child continues to deliberately disobey the school rules, they will lose 5 minutes from their break or lunch time. This time will be spent with their class staff where they will indicate which school rule has been broken and should discuss this with the child as part of a restorative conversation. Teachers should inform parents/carers of this by the end of the day.

If a child continues to deliberately disobey school rules, they will then be asked to go to an agreed classroom for up to 10 minutes. Teachers should inform parents/carers of this by the end of the day. A restorative conversation should follow at an appropriate time.

If a child refuses or continues to demonstrate defiance and persistent disruptive behaviour on their return to class, or there is evidence of behaviours in the list below, they will spend thirty

minutes in Thinking Time with a member of SLT. Teachers will inform parents/carers of this. This will be monitored by SLT and the data tracked to look at how the behavioural choices can be supported.

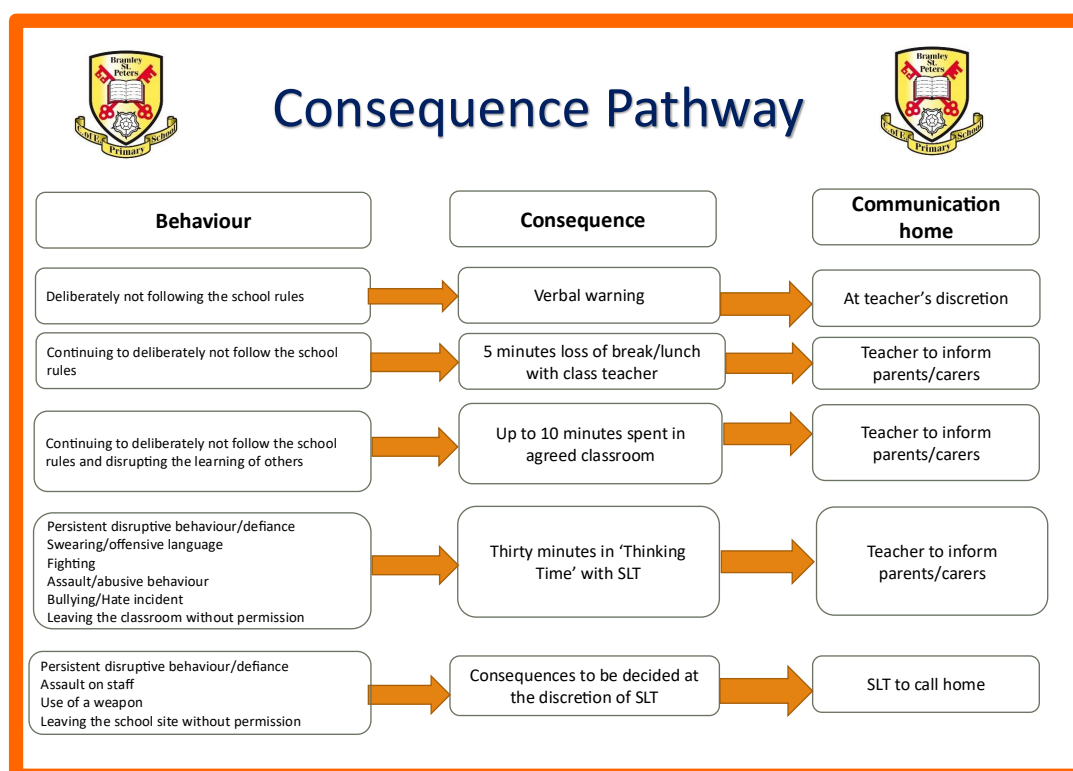
- Persistent disruptive behaviour/defiance
- Swearing/offensive language
- Fighting
- Assault/abusive behaviour
- Bullying/Hate incident
- Leaving the classroom without permission

If the behaviour continues or there is an assault on staff, use of a weapon, or a child leaves the school site without permission, this may result in an internal isolation or suspension but this will be decided by the Head/a member of SLT. There is a separate policy for suspensions and exclusions.

The use of the consequences will take place within a set session of time and there will be three sessions throughout the day. Session one will be from morning registration until break time. Session two between break and lunch time and session three will be from after lunch until the end of the day. If a pupil receives a verbal warning and then 5 minutes is removed from their play time within the first morning session, this will re-set after break time and any further continuation of breaking the school rules in the afternoon will be back to a verbal warning. Repeated behaviour within a session will result in progression through the consequences on the Consequence Pathway.

Monitoring will take place for children who continually move up the Consequences Pathway and this may result in a more personalised approach being needed.

Senior leaders have the right to overturn any decision made by a member of staff regarding behaviour if they feel that the policy has not been appropriately adhered to or reasonable adjustments have not been made.



Children in EYFS or KS1 should have consequences with a familiar adult (member of class staff) and 5 minutes would usually be more appropriate as a time frame. Any child who is displaying the behaviours named higher in the Pathway may have a conversation with a Senior Leader or may need further support (see support step).

All 'thinking time' sessions should be recorded on the spreadsheet on OneDrive. The name of the child, their class, the reason for the time being given and the length of time should all be recorded.

Support step

When children display more challenging behaviours or persistent low-level disruption occurs, the 'Graduated Response to Supporting Behaviour at Bramley St. Peter's' document should be referred to and the steps followed. This may result in a more personalised Behaviour Support Plan being put in place along with a Behaviour Individual Risk Assessment, if this is appropriate to ensure their own safety and the safety of others.

Recording of incidents

It is important that behaviour incidents are recorded to ensure clear communication with other adults in school and enable the tracking of behaviour patterns takes place.

Arbor is used to track behaviour incidents and communicate with parents/carers about consequences that have taken place. When this communication takes place is noted within the pathway.

Incidents are also logged on CPOMS for any of the following reasons:

- If a child receives a 30 minute thinking time consequence or above.
- If a child displays unexpected behaviours on a regular basis and/or an apparent pattern has formed, this should then be logged on CPOMS as a summary as this will start to cause more concern.
- Any incident requiring a RPI (Restrictive Physical Intervention) and/or seclusion. Also see the next section and the care and control policy.
- All incidents involving bullying or a hate incident (e.g. racial/homophobic/biphobic/transphobic abuse). Also see the anti-bullying policy.

It should be logged as a 'behaviour' incident and the appropriate sub-categories ticked.

The Headteacher, SENDCO, SEMH Teacher and Behaviour Mentors meet on a regular basis and these records are reviewed.

Use of reasonable force and seclusion

Bramley St Peter's is committed to minimising the need for restrictive interventions through positive relationships, appropriate adjustments, early intervention, regulation support and effective prevention and de-escalation.

There may be exceptional circumstances where staff need to use reasonable force or another restrictive intervention to maintain safety. All members of school staff have the legal power to use reasonable force in certain circumstances to prevent or stop a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;

- damaging property; or
- causing disorder among pupils at the school.

Any use of reasonable force must be **necessary and proportionate**, using no more force than is necessary for the least amount of time. Force must never be used as a punishment. ([see guidance](#)).

Seclusion is a non-disciplinary safety intervention where a pupil experiencing high levels of dysregulation is kept away from others and prevented from leaving a space. It will only be used where necessary to protect others from harm. The pupil will be supervised throughout and allowed to leave as soon as the immediate risk of harm has reduced.

There may be occasions at Bramley St Peter's when a pupil is supported to move to a safer, quieter area of school to reduce risk. If a pupil is prevented from leaving this space, including by an adult blocking an exit, this constitutes seclusion.

Staff will consider pupils' individual needs and vulnerabilities, including SEND, communication and medical needs. Where restrictive intervention is a foreseeable risk, appropriate preventative strategies, a Behaviour Support Plan and/or Individual Pupil Risk Assessment will be put in place as appropriate.

Significant incidents involving reasonable force, and incidents of seclusion or restraint, will be recorded and reported in accordance with statutory requirements, with parents/carers informed as soon as practicable.

There are some areas in school where secure or fob-controlled doors are used as part of the school's normal health and safety and site-security arrangements. These can be to protect specific areas in school, for example the doors at the top of the stairs are fobbed to enable for the top floor to be used in an emergency. Smaller spaces may also have fobs on the doors e.g. around the Nursery and Reception classrooms and this is to ensure the safety of the pupils inside.

Lunchtimes

Good levels of behaviour are also expected at lunchtime and respect should be shown to our lunchtime staff as it would be to any other member of school staff.

Behaviour management at lunchtime is the responsibility of all staff. The lunchtime leader will take a lead, with the support of Senior Leaders. There will be a member of the Senior Leadership Team in the Thinking Time area each day to support with this.

There is a separate consequence pathway (see appendix 4) specifically for lunchtime.

"Children need love, especially when they don't deserve it"
Harold S. Hubert

Rewards

Rewards are used to reward and reinforce good behaviour, rather than focusing on unwanted or negative behaviour. Rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It can be given for the upkeep of good standards as well as for achievement. This is as true for adults as for children.

Reward Systems

Class Dojo related (not Reception)

Each class is free to determine what rewards will be in place in relation to the collation of points on Class Dojo. The rewards should be attractive and motivate children. They can be changed on a regular basis and the timeframe can also be changed if appropriate.

There will be a poster displayed in each classroom that explains what the rewards being worked towards are. For example, 'In this class we need to achieve 10 dojo points to gain an individual prize.'

Golden Ticket

Each week, there is a chosen focus and at the end of that week there is an opportunity for a child in each class to earn the 'Golden Ticket'. This enables them to be part of a specified reward that changes each week. The rewards can range from choosing a prize to having a short 'experience' with the Headteacher.

Reception

In Reception, every child's successes are celebrated whether this is related to behaviour, achievement or attitude. Rewards are in the form of praise, stickers and 'proud posts' home to inform parents/carers of a child's success through the day.

'Good learner' recognition

Each Friday, the collective worship will be followed by an element of celebration of achievements. One child from each class, who has made a noteworthy achievement during the week, will achieve the 'good learner' status. Each child will be nominated as one of the Growth Mindset characters (Professor Perseverance, Inspector Independence, Major Mistake and Captain Challenge). The name and achievement of each child will be shared during the celebration time and the child publicly praised. They will also each receive a sticker of the appropriate character, have their name added to the achievement page of the school website and a message, on Arbor/via e-mail, sent to their parents/carers.

Kindness award

At the end of each half term there will be a celebration reward for those children who embody the Christian value of kindness. A child will be nominated from each class and will receive a certificate and prize from the Headteacher or Deputy Headteacher.

Other rewards

Each teacher or adult may also award small stickers to children. These may be as an extra reward, used separately for motivational purposes. In addition, the Deputy Headteacher and Headteacher may award larger stickers for the same reasons.

Notes or cards may be sent home from time to time in order to draw parents/carers' attention to the achievement of their child. These should be used at the discretion of the class teacher.

It may be deemed appropriate that additional rewards are to be used to further support a specific class/group of children, a specific time or a specific project. These should be carefully thought out and agreed with a Senior Leader.

Attendance

There will be a number of attendance initiatives used throughout the year that are reflective of the date and needs of the school. Good attendance will be recognised and rewarded on a regular basis.

Privilege List

Privileges must be earned and demonstrating good behaviour choices is expected of any child receiving one. Privileges include:

- representing the school in out of school activities (sports events, musical events or club events),
- extra playtime (e.g. use of the parachute),
- responsibilities in class/round the school,
- extra-curricular trips and residentials,
- class choosing a privilege,
- reading partners,
- being a buddy.

When a child persistently demonstrates unexpected behaviours, it may be appropriate to withdraw a privilege on a temporary or permanent basis.

*“What you do not want others to do to you, do not do to others.”
Confucius*

Keeping Children Safe in Education

- At Bramley St Peter’s we recognise that some behaviours can become bullying in nature. Our anti-bullying policy gives clear guidance about what bullying is, ways it can be prevented and actions that will be taken if bullying behaviours are displayed. These behaviours could include cyber-bullying, prejudice-based and discriminatory bullying.
- We recognise that child on child abuse, including sexual harassment and sexual violence, may be taking place even if not reported.
- Our PSHE and RE schemes of work, alongside our collective worship themes, teach children about consent, respect for their bodies and for each other in an age appropriate manner.
- We take a zero tolerance approach to sexual violence and sexual harassment. It is never acceptable and it isn’t tolerated.
- Where allegations of sexual harassment and/or sexual violence are made they are thoroughly investigated. Where either aspect is identified discussions will be had about inappropriate behaviour with the children and these will support the children in addressing their behaviours. Parents/carers of all parties will be informed. Depending on the seriousness of the incident it may be necessary to involve wider agencies, such as the Police and Social Care, and the completion of a CSE matrix.
- Following an investigation, if it was deemed that the allegation was invented and/or malicious we would speak to both parties, including parents/carers, giving support and guidance.

Use of mobile phones in school

Bramley St Peter's is a mobile phone-free environment for pupils throughout the school day, in line with Government guidance [Mobile phones in schools - GOV.UK](https://www.gov.uk/guidance/mobile-phones-in-schools). This includes mobile phones and other smart technology with similar functionality.

The following expectations apply

- Pupils are not permitted to bring a mobile phone to school unless they are in Year 6 and have permission to walk to and from school independently.
- Permission must be given by the child's parents/carers and recorded through Arbor.
- Mobile phones must not be used on the school playground before or after school to take photographs, videos or audio recordings.
- On entering the school building, the phone must be switched off and handed to class staff.
- Phones will be stored securely throughout the school day and returned by a member of staff at the end of the day.
- Pupils must not access or use their mobile phone during lessons, transition times, breaktimes or lunchtimes
- Where these expectations are not followed, the phone may be confiscated and stored securely by a Senior Leader. Where appropriate, it will only be returned to a parent/carer.
- Repeated or serious non-compliance may result in the pupil's permission to bring a mobile phone to school being withdrawn.
- Mobile phones and relevant smart devices may be searched for where appropriate, in accordance with the current DfE guidance.
- Reasonable adjustments or individual arrangements will be made where necessary, including for pupils who require access to a device because of a disability, medical need or other exceptional individual circumstances.

Parents/carers who need to contact their child during the school day should do so through the school office.

Pupils will be reminded regularly of the school's expectations and supported to understand the risks associated with mobile phone use and the benefits of a mobile phone-free school environment.

Review – July 25 by H Carter (AHT) and R Esplin (Headteacher)

Review – Sept 26 by Ruth Esplin (Headteacher) and SLT

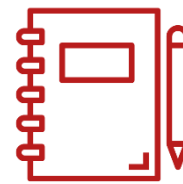


Our School Rules

Be respectful

Be responsible

Be ready to learn



‘Show me 5’

1. Hands still



2. Feet still



3. Looking eyes

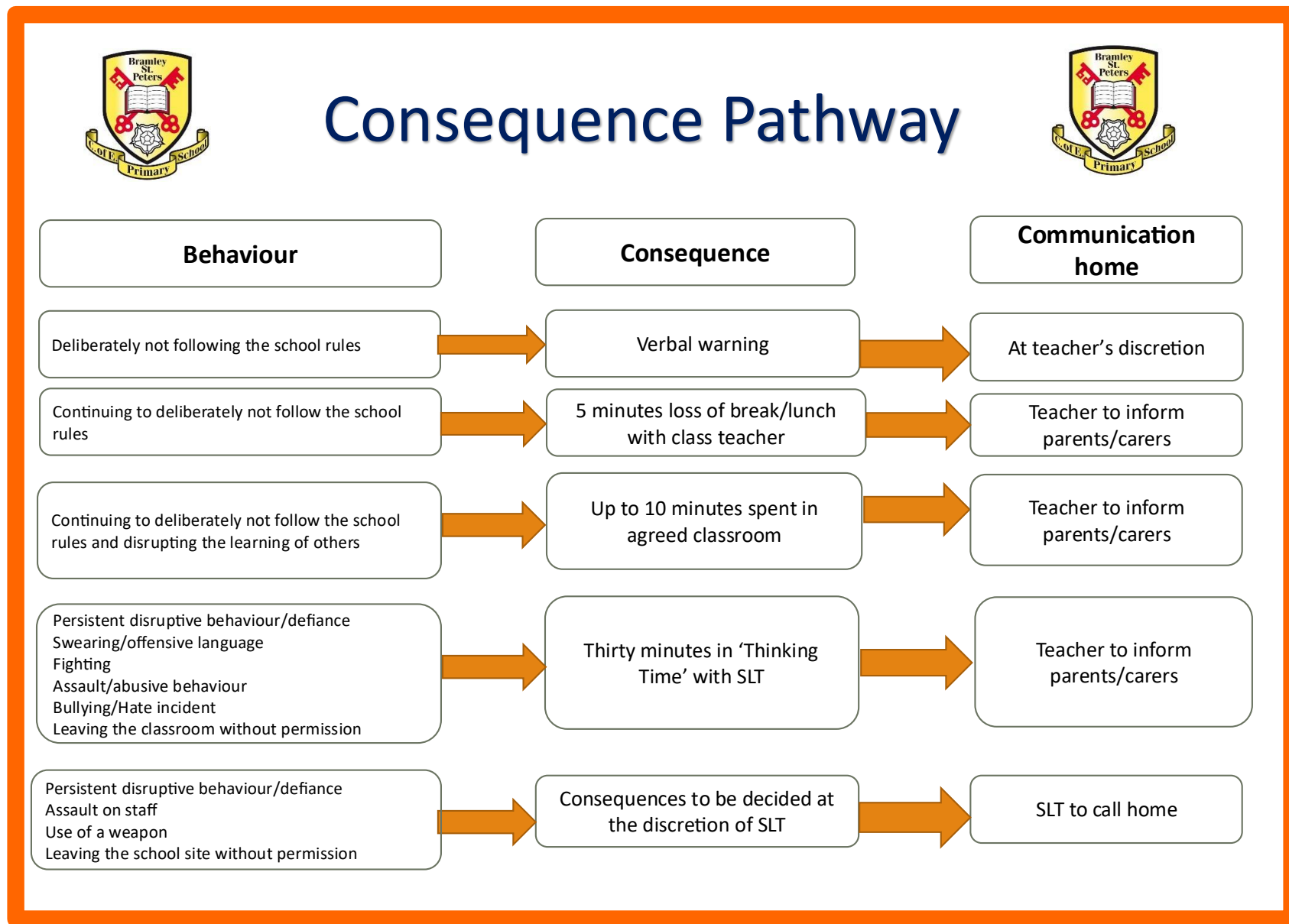


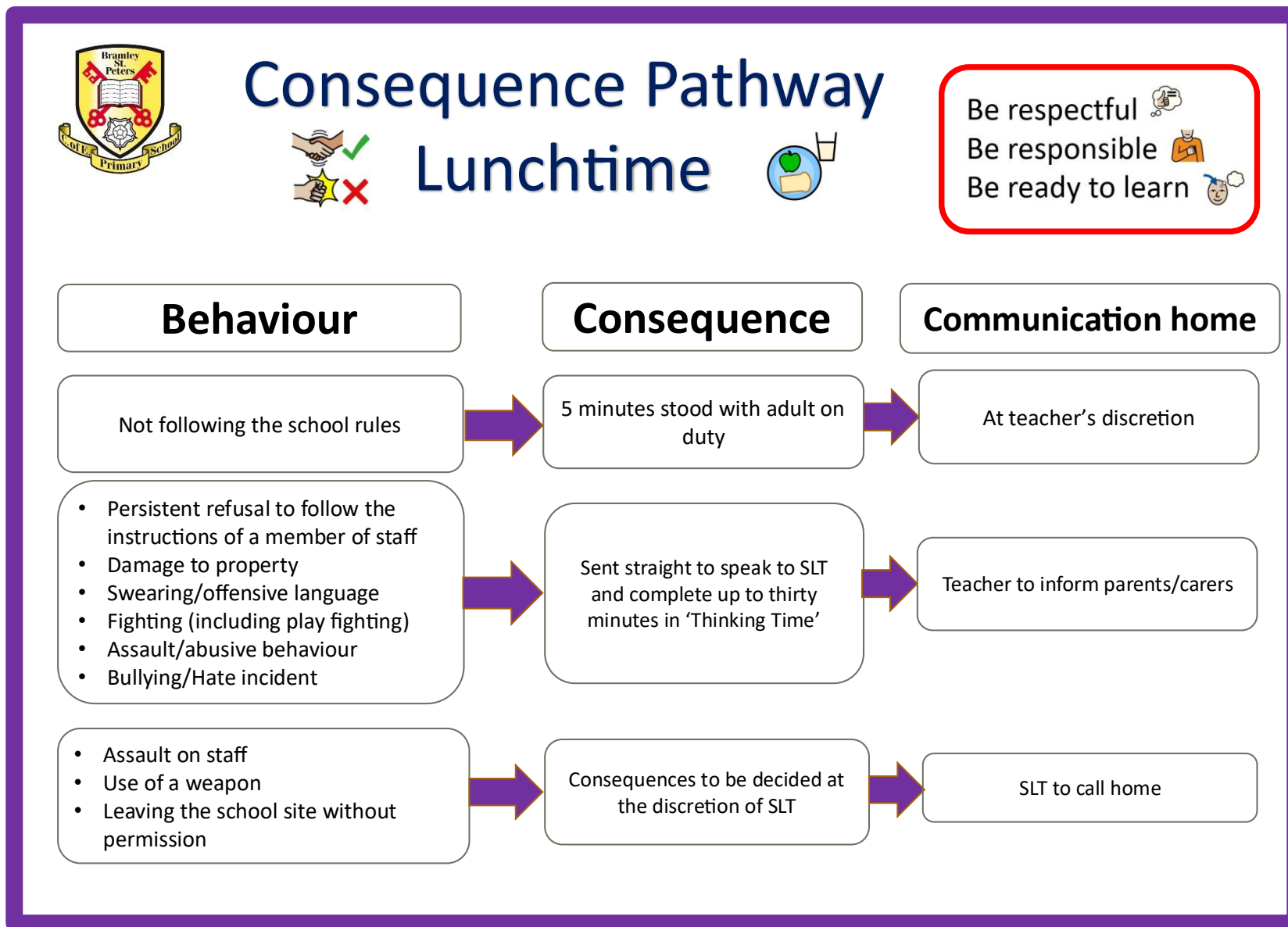
4. Listening ears



5. Quiet mouths







Reflection form

<i>What happened?</i>	<i>The school rule/s I broke...</i>
<i>The people I need to repair the problem and make it smaller with are...</i>	
<i>I can repair the problem by...</i>	