

Journeying together with God

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

BEHAVIOUR POLICY

*Ratified by the Governing Board on 18th September 2025
To be reviewed annually
Review due September 2026*

"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 that incorporates Positive Regard;
- 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 showing 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)
 - Focus of the week
- 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, Behaviour Mentors, 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, the Behaviour Mentors 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 also be called 'time out') 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 strategy and leave the classroom to regulate, then a Behaviour Mentor, the SEMH teacher or a Senior Leader can be called to support.

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 Reflection space to spend some time 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. 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 children 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 children 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 children, 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 Ladder

The consequence ladders are a sequence of steps which ensure there is a clear and consistent approach across the school.

Prior to being on Step 1 of the consequence ladder, 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.

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. We also need to have 5 or above points by the end of Friday lunchtime in order to take part in our Dojo Time at the end of the day.'

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 Seesaw, 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

If any child achieves 100% attendance for the year, in the last week of the school year this will be recognised and a reward (probably a book with a suitable insert) will be given.

Attendance initiatives include:

- Weekly attendance trophy.
- Weekly attendance winner celebrated on the school website and in the fortnightly newsletter.
- School initiatives to raise attendance.

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

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 'consequence ladders' to ensure there is clarity around the steps taken if unexpected behaviours are observed. These are designed so that they are age appropriate and children have the ability to move up and down the steps, starting each session again at the bottom of the ladder. If improved behaviour choices are made, an adult may choose to move a child back down a step and they may come off the steps altogether.

For more serious incidents, the consequence ladder may not be followed in sequence and children can be given the higher-level consequence as appropriate without the first steps taking place.

'Yellow' Behaviours

These are repeated, disruptive behaviours that interrupt learning and break the school rules. Yellow consequences are taken with Assistant Headteachers at playtime/lunchtime. If the consequence is required for the afternoon, an in-year class swap will be used.

'Red' Behaviours

These are serious behaviour incidents that break the school rules, whenever or wherever they take place in the school day, and are referred immediately to the Senior Leadership Team (SLT). SLT will then liaise with staff and parents/carers as necessary in dealing with the incident and discussing an appropriate consequence.

Appropriate consequences may include:

- Inside playtimes/lunchtimes or temporary withdrawal of a privilege
- Spending time/completing work away from class
- A personalised behaviour support plan being created
- Being suspended for a fixed period

Very serious incidents or repeated red behaviours could lead to permanent exclusion (see separate policy).

Consequence ladder

| | | |
|---|-----------------------------------|---|
| 4 | Thinking time (Yellow behaviours) | Stay behind in the class at break/lunchtime for up to 5 minutes to discuss behaviour choices. For children who persistently meet this step this may be increased to 10 minutes. <i>This is the third time I have spoken to you this session. You will need to spend time with the AHT and finish your work there. I will come and speak with you when I can see you are ready...</i> |
| 3 | Time out | Take time out to regulate emotions in own classroom, buddy classroom or a shared space (discrete and up to 10 mins). |

| | | |
|---|----------|--|
| 2 | Warning | A verbal caution delivered privately, if possible, making the pupil aware of their behaviour choices and clearly outlining the consequences if they continue. Give the pupil a final opportunity to engage. <i>This is the second time I have spoken to you and your last chance. You can choose to focus on...or you will choose to have five minutes time out ...</i> |
| 1 | Reminder | A reminder of the school rules and values, delivered privately, wherever possible. <i>I have noticed that you are... It is the school rule about...that you are breaking... I need to see...</i> |

Step 4 – record on CPOMS and report to parents/carers

'Thinking time'

A child may be given 'thinking time' if they have not followed one or more of the school rules and have demonstrated deliberate, persistent and/or unexpected behaviour. 'Thinking time' occurs at lunchtime for KS2 children and gives them the opportunity for further reflection. It is supervised on a rota basis by staff. There will be a reflection sheet which will be completed by the child and adult supervising/supporting and this will be shared with parents/carers. This will aid the reflection of the child.

'Yellow' behaviours can either receive an instant automatic consequence or they are built up on the consequence ladder for persistent behaviours:

- 10 minutes at break/lunch with an Assistant Headteacher or a class swap in the afternoon
- Behaviour is logged on CPOMS
- Reflection sheet completed and shared with parents/carers
- Parent/carer-teacher conversation

There are automatic consequences for 'Red' behaviours:

- Spending the remainder of the session with SLT to complete the work from the lesson
- Reflection room for part of lunchtime with a member of SLT
- Behaviour is logged on CPOMS
- Reflection sheet completed and taken home
- Parent/carer-teacher- SLT conversation

Red behaviours can lead to suspensions being implemented based on the seriousness or repeated nature of the behaviours shown.

| | Built up consequence: | Automatic consequence: |
|-------------------|--|---|
| Yellow behaviours | Repeatedly disrupting the learning of others Repeatedly throwing things in the classroom Name calling Repeatedly refusing to follow instructions Being deliberately unkind to others | Swearing – directed at someone and/or repeated Rough play Damage to property (more serious) |

| | |
|----------------|---|
| Red behaviours | Persistent swearing Bullying Physical assault against a child or adult Persistent refusal to participate Being abusive or threatening others Hate incident – intentional behaviour towards another person or repeated behaviour of a specific nature e.g. racist or homophobic Absconding within school premises (location becomes unknown to adults) |
|----------------|---|

Children in EYFS or KS1 should have payback time 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 these unexpected behaviours (see table) may have a conversation with a Senior Leader or may need further support (support plan).

All 'thinking time' sessions should also be recorded in the book (stored in the main office). The name of the child, their class, the reason for the time being given and the length of time should all be recorded. This is so the person supervising 'thinking time' knows who to expect.

Support step

When children display more challenging behaviours or persistent low-level disruption occurs, the SENDCO, SEMH teacher and/or other Senior Leaders will agree appropriate support and consequences for an individual which may include the development of a specific plan. A Positive Behaviour Support Plan with personalised strategies is designed to support the individual's SEMH needs. Some pupils may also require an Individual Pupil Risk Assessment to ensure their own safety and the safety of others.

Recording of incidents

Class teachers keep a record of incidents within their classroom behaviour book. This is so they can track patterns of behaviour. Lunchtime staff should also record incidents in the lunchtime behaviour book.

Incidents are logged on CPOMS for one of the following reasons:

- 'Yellow' or 'Red' behaviours have been displayed
- 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 positive handling.
- All incidents involving bullying or a hate incident (e.g. racial/homophobic/biphobic/transphobic abuse), should also be recorded on the CPOMS system. 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.

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 Reflection space each day to support with this.

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.

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

Policy reviewed August 2014 by Ruth Esplin and the staff team

Review – Autumn 2015 by Ruth Esplin, SLT, behaviour team and the staff team

Review – Sept 2016 by Ruth Esplin, SLT and the staff team

Review – Sept 2017 by Ruth Esplin, SLT, behaviour team and the staff team

Review – Sept 2018 by Ruth Esplin and the staff team

Review – Sept 2019 by Ruth Esplin and the staff team

Review – Sept 2020 by Ruth Esplin, SLT and the behaviour team – review will continue through the academic year

Review – Sept 2021 by Ruth Esplin and the staff team

Review – March 22 by SLT, the behaviour team and the staff team

Review – Sept 22 by Ruth Esplin

Review – July 23 by Ruth Esplin and SLT

Review – Sept 24 by Ruth Esplin (Headteacher) – to be reviewed during the academic year

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

Appendix 1

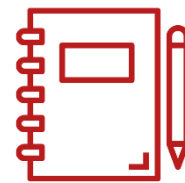


Our School Rules

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 

There are consequences for ‘Yellow’ behaviours which have built up through the consequence ladder:

- **Repeatedly disrupting the learning of others**
- **Repeatedly throwing things in the classroom**
- **Name calling**
- **Repeatedly refusing to follow instructions**
- **Being deliberately unkind to others**

There are automatic consequences for the following ‘Yellow’ behaviours:

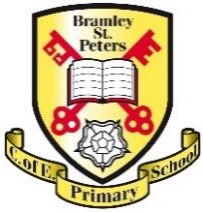
- **Swearing – directed at someone and/or repeated**
- **Rough play**
- **Damage to property (more serious)**

- Five minutes at break/lunchtime with an Assistant Headteacher or class swap in the afternoon (this may increase to ten minutes if it becomes persistent)
- Behaviour is logged on CPOMS
- Reflection sheet is completed and taken home
- Parent/carer-teacher conversation

There are automatic consequences for the following ‘Red’ behaviours:

- **Persistent swearing**
- **Bullying**
- **Physical assault against a child or adult**
- **Persistent refusal to participate**
- **Being abusive or threatening others**
- **Hate incident – intentional behaviour towards another person or repeated behaviour of a specific nature e.g. racist or homophobic**
- **Absconding within school premises (location becomes unknown to adults)**

- Spending the remainder of the session with SLT to complete the work from the lesson
- Reflection room for part of lunchtime with a senior member of SLT
- Behaviour is logged on CPOMS
- Reflection sheet completed and taken home
- Parent/carer-teacher- SLT conversation



*Journeying
together with God*

BSP

Consequence Ladder



4

Speak to SLT

I can make the right choices!

Stay behind with an Assistant Headteacher at playtime/lunchtime for up to five minutes. Or go to their classroom if it is in the afternoon. Parents/carers to be informed.



3

Time out

Time out to regulate emotions in buddy classroom or supervised shared space.



2

Warning

A clear instruction – *This is the second time I have spoken to you... You can choose to focus on ... or you will choose to have some time out...*



1

Reminder

Reminder of the school rules and values - *I noticed that you are...It is the school rule about...that you are breaking...I need you to..*

Nurture Discover Respect

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> | |
| | |