



Behaviour Policy **2024-2025**

Approved by:	ESE Committee	Date: 13 th March 2025
Ratified by:	FGB	Date: 3rd April 2025
Next review due by:	FGB January 2026	

***'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.'* 1 Corinthians 16:13-14**

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation and Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Protective Characteristics

Legally protected from discrimination by the Equality Act 2010 the protective characteristics are:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

4. Definitions

Green behaviours are defined as:

- Listening to the person who is talking.
- Concentrating and following instructions in class.
- Being polite and always using good manners.
- Being helpful and working together.
- Calling people by their real names.
- Looking after school equipment.
- Showing respect to all adults and children.
- Walking sensibly around the school.
- Inviting others to join in your games and sharing
- Showing our school's Christian values - kindness, courage, respect, responsibility and friendship.

Amber 'reflection' behaviours are defined as:

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- Pushing or shoving in line (including break times/ dinner times).
- Running indoors (including corridors, classrooms and in the hall).
- Refusing to complete work set by the teacher/support staff or working slowly on purpose to avoid completing the work.
- Throwing objects (for fun or to distract - not to hurt others)
- Being disrespectful to adults or being defiant and ignoring a direct instruction from an adult.
- Misuse of school equipment.
- Leaving the room without asking/checking first.
- Not being truthful and getting other people into trouble.
- Persistently playing too rough and being dangerous.
- Being unkind.

Red 'consequence' behaviours are defined as:

- Hurting others physically (hitting, kicking, punching, pushing, spitting) or verbally (with their words).
- Bullying (either repeated emotional, mental or physical abuse).
- Racist, sexist, homophobic or offensive/ inappropriate language.
- Using bad language, swearing or inappropriate hand gestures.
- Stealing from the school, teachers or other pupils.
- Damaging school property or the property of others.
- Not following our rules around online safety.
- Non-consensual and inappropriate touching of others.
- Putting others in danger as a consequence of your actions.
- Not correcting your behaviour when you are on an amber 'warning'.

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)
Hate	As hate incidents and hate crimes are a form of discriminatory behaviour and/or harassment, as well as often constituting crimes in their own right, schools have a legal duty to take action when they become aware of them.

6. Roles and responsibilities

The Governing Body

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governors
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

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- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy and be able to voice their opinions through the school council

Extra support and induction will be provided for pupils who are mid-phase arrivals

7. Mobile Phones

Children are allowed to bring their phones to school to ensure their safety when they are walking to and from school without an adult. This only applies to UKS2.

Children are asked to hand in their phones at the start of the day and these are kept in the headteachers office. They can then be collected again at the end of the school day or if they leave early for an appointment. The only exception to this rule would be if the child needed their phone for medical reasons, in which case it would be carefully monitored by all adults in school.

If a child is found to have their phone during the school day without permission from an adult, they will receive a red consequence.

8. Responding to behaviour

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When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils have access to a dedicated calm space to regulate. In addition, this area is used to de-escalate and proactively manage potentially challenging behaviours.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Our approach to misbehaviour is as follows:

Green

Children start each day on green.

If a child shows any undesirable behaviour, they will be asked to stop and think about their behaviour in order to change it.

If a child ends each day on a green consistently, they will automatically take part in the end of term celebration.

Amber 'Reflection'

If a child continues to show undesirable behaviour, even after they have been asked to stop and think, they will be given an 'Amber Reflection'.

This means they lose 15 mins of their break or lunch play (depending on when the incident occurred). This can be rolled over to the next day if the incident happened at the end of the day.

If children reverse their poor behaviour, they can return to green but must still carry out their 'Amber Reflection' consequence.

If a child receives 10 or more 'Amber Reflections' in one half term (6 weeks), they will not be allowed to take part in the end of term celebration. Days where they have made it back to green do not count towards this total.

A meeting with teacher and parents to discuss the low-level behaviour will follow for those who have received more than 10 'Amber Reflections' in a term.

Red 'Consequence'

If the behaviour continues or if they show any of the red consequence behaviours, children will get a 'Red Consequence'.

This means they will miss their lunch play (this can be given the following day if the incident occurs in the afternoon.)

Parents/carers will always be notified if a red card has been given to their child and the incident will be logged.

Children who have received a 2 or more 'Red Consequences' in one half term (6 weeks) will not be allowed to take part in the end of term celebration.

Children who have received a 'Red Consequence' will be monitored and if the behaviour persists and they receive another one within 2 weeks, a meeting with parents and headteacher will be arranged.

Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos as set out in the school's vision and values.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Our approach to positive behaviour is as follows:

Bronze

When a child stands out as behaving well, they might be given a bronze award.

This means they will get a special mention in class and celebrated by their classmates. Each class may choose to celebrate this their own way e.g. stickers, round of applause or on a display.

Silver

When a child continues to show good learning and behaviour throughout the day, they might be given a silver award.

This means they will get a certificate from their class teacher to celebrate their achievement. Each class may choose to celebrate this their own way.

Gold

When a child goes over and above in their learning and behaviour continuously for the whole day, they might be given a gold award.

This means they will be put into the Golden Book and receive a headteachers certificate on Friday's Celebration worship, to celebrate their achievement. In addition, each class may choose to celebrate this their own way.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which should include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting positive behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

At the present the staff are able offer therapeutic support such as: zones of regulation, emotion art, blob trees and CPD opportunities. However, should additional professional support be required for individual children, through discussion with the SENCO they will endeavour to source appropriate therapeutic support.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider a trauma informed approach, as to whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

9. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

10. Suspensions and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

10. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for children with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

11. Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the headteacher and senior teacher.

The data will be analysed from a variety of perspectives including:

At school level

By age group

At the level of individual members of staff

By time of day/week/term

By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, as agreed and if needed, to address findings from the regular monitoring of the behaviour

data and any additional findings from other relevant policies. At each review, the policy will be approved by the Governors.

A written statement of behaviour principles will be reviewed and approved by the full governing body annually.

12. Links to other policies:

- Child protection and Safeguarding
- Exclusion
- Early Help Offer
- Online Safety

Signed: N Brown (Headteacher)

Dated: 03-04-25

Signed: [Signature] vice-
(Chair of Governors)

Dated: 3-4-25