

Braywood C of E First School



Behaviour Policy

"Through the nurturing hands of God, we aspire for all our children to become confident, emotionally resilient and compassionate individuals who achieve personal excellence through strength of character and a love of learning"

'For with God, nothing shall be impossible' Luke 1:37

| | |
|----------------------------------|---------------|
| Governors' Committee Responsible | |
| Status | Statutory |
| Review Cycle | Annual |
| Date written | February 2026 |
| Date of next review | February 2027 |

Table of Contents

Contents

| | |
|--|----|
| Aims and expectations | 3 |
| Legislation and statutory requirements | 3 |
| Roles and Responsibilities..... | 4 |
| Definitions..... | 6 |
| Expectations for Positive Behaviour | 6 |
| Responding to inappropriate behaviour..... | 7 |
| Confiscation | 9 |
| Physical restraint..... | 9 |
| Monitoring this policy | 10 |
| Links with other policies | 10 |
| Appendix A..... | 11 |

Aims and expectations

This policy outlines the underlying philosophy, purpose, nature, organisation and management of positive pupil behaviour at Braywood. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community underpinned by our vision.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. It is fair and consistent implementation is the responsibility of all staff.

Our Braywood School Rules:

Ready

Respectful

Safe

We are a caring community, whose values are built on mutual trust and respect for all. The school's policy aims to promote an environment where everyone feels happy, safe and secure.

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.
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010 (with particular reference to safeguarding children with SEND and all vulnerable children).
- Use of reasonable force in schools

- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

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 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

Roles and Responsibilities

The governing board

The full governing board is responsible for:

- Reviewing and approving 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 full governing board
- Giving due consideration to the school's statement of behaviour principles (Appendix A)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- 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 (CPOMs) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

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
- Modelling positive behaviour
- Recording all incidences of inappropriate behaviour on the school's online tool, CPOMs

Parents and carers

Parents and carers are expected to:

- Reinforce the school's behaviour policy and expectations with their child(ren)
- 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 school promptly

If parents have any concerns regarding the way their child has been treated or dealt with, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Pupils

Staff model, praise and highlight positive behaviour. Pupils are expected to:

- Behave in an orderly and sensible way
- Show respect to members of staff and each other
- Follow the school rules
- In class, make it possible for all pupils to learn
- Move quietly and sensibly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum and that their needs are 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.

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

Definitions

Inappropriate behaviour is defined as:

- Disruption in lessons and at break and lunchtime
- Non-completion of classwork or homework
- Poor attitude
- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Violence

Bullying is defined as the repetitive, intentional harming of a 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 be emotional such as being unfriendly, excluding, tormenting, or physical such as hitting, kicking, pushing or taking another's belongings.

Expectations for Positive Behaviour

Classroom Management

All staff are responsible for setting the tone and context for positive behaviour within the school. Consistency is key: the language of our rules ensures that adults communicate simple, clear expectations. Adults ensure certainty and take responsibility for behaviour of all children. This is achieved in part through our classroom management:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and refer to our school rules
- Develop positive relationships with all our children
- Quality first Teaching to engage all children in their learning
- Movement and/or active breaks
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day with a fresh start
- Sharing a child's positive behaviour with colleagues and parents/carers.

Recognising positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it in the following ways:

- Verbal Praise
- Commendations which are handed out in Celebration Assembly
- House points
- Golden Time

- Success Stickers
- A visit to the headteacher
- Communicating praise to parents via a phone call, email or catch up at the end of the day

Responding to inappropriate behaviour

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 inappropriate behaviour.

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 inappropriate behaviour will always be addressed.

De-escalation techniques, including the use of agreed phrases that refer to the school rules can be used to help prevent further behaviour issues arising.

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

Any sanction that is applied by adults is done so with the goal that it will make the inappropriate behaviour less likely to recur. Sanctions are applied in the following way:

Low level, one-off disruption:

- Use non-verbal cues to avoid disruption to flow
- Express private, firm disapproval
- Reset expectations and set a target for desirable behaviour
- Allow take up time

Low level, repeated disruption:

- Give a time out within the classroom/move their seat
- Give a closed choice: Either continue with their work or finish at break/lunchtime
- Keep them back briefly at break/lunch to reset expectations
- Reset expectations in front of parents, supported by another member of staff if appropriate

Low level, persistent disruption:

- Give a time out with the Headteacher or other senior member of staff during lessons or spend break/lunch time with an adult in 'Reflection'
- Meet formally with parents supported by another member of staff if appropriate
- Record on CPOMS

Serious incident

- Ensure that everyone is safe and send for headteacher or a DDSL
- Headteacher or DDSL will:
- Remove the child from the situation
- Call parents into school to inform them and reset expectations
- Organise for the child to have a relevant consequence
- Record on CPOMS

Restorative Practice and Reflection

We understand that children will, at times, make poor choices. Restorative conversations are designed to facilitate reflection, resolution and learning through guided discussion involving all parties affected by the behaviour.

Restorative conversations are based around key questions:

What happened?

Who has been affected?

What were you thinking or feeling?

What needs to happen to put things right?

Next time I will...

How do you feel now?

An agreement between the pupil and adult about what should happen as a consequence is met. It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future.

Responding to inappropriate behaviour from pupils with SEND

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

When incidents of inappropriate behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of inappropriate behaviour will be connected to their SEND and decisions are made on a case-by-case basis.

When dealing with inappropriate behaviour from pupils with SEND, especially where 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 ([The 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 plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- Work collaboratively with specialist professionals and outside agencies

Reasonable Adjustments

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of inappropriate behaviour, 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. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to focus or sit still for long
- Adjusting seating plans to allow a pupil with a hearing impairment to sit in sight of the teacher and interactive board
- Adjusting uniform requirement for a pupil with sensory issues or medical conditions, e.g. severe eczema
- Training for staff in understanding conditions such as autism

Confiscation

The headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to pupils.

Prohibited items include:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco, cigarette papers and e-cigarettes

Fireworks

Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury or distress, or damage to the property of any person.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 and reported to parents – CPOMS

More extreme behaviour:

For more extreme behaviours, a senior member of staff may be called to help remove the child from the classroom and find out why they are disturbing the learning of others. Should the behaviour become threatening, it may be advisable to remove the class rather than the child: this may give the child some space and time to work through the challenge

All members of staff are aware of the regulations regarding the use of positive handling by teachers. Staff only intervene physically to positively handle a child to prevent injury to another child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the positive handling to children.

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board annually, or more frequently if needed, to address findings from the regular monitoring of the behaviour data.

Links with other policies

This behaviour policy is linked to the following policies:

Exclusions and suspensions policy

Safeguarding and Child Protection Policy

Anti-bullying policy

Appendix A

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others. They understand that we sum this up through our School Rules: Ready, Respectful, Safe
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances