



Brampton Village Primary School

Behaviour Policy

Date Agreed	January 2026
Date of Review	January 2027

1. Behaviour Policy Introduction

Brampton Village Primary School is committed to having a positive and inclusive environment for all and in creating a therapeutic culture. We believe that in order for this to happen we need to maintain high standards of personal conduct, accept responsibility for our own behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and our intention is to provide a culture and ethos in which every member of our community is treated with respect and trust.

As part of the ethos of our school we feel that it is important that we provide a supportive framework for children as they learn how to care for and respect themselves and others. An integral part of this involves positive expectations and clear guidelines for acceptable behaviour together with praise and encouragement.

In their time with us, children will be learning how to take responsibility for their behaviour. This involves reaching an understanding that our actions have consequences. We recognise that this is a learning process and that children will progress at different rates and will need different levels of support. As well as having their positive behaviour acknowledged, children need to be aware of what constitutes unacceptable behaviour and to know that this also has consequences.

Our Behaviour Policy is for the majority of our children. However, it is important to acknowledge the huge significance attached to teachers and staff knowing their children and tackling any misbehaviour in context. For a small number of identified children, including those on the SEND Register who may well have personalised support, 'blanket rules' may not be appropriate and adults will need to consider expectations that are sensitive to this and do not 'set the children up to fail' through using bespoke strategies.

We believe that all children are entitled to the support that enables them to fulfil their potential. We believe that each child should receive the resources, differentiated experiences, appropriate interventions and differentiated learning that will enable them to be successful.

Therapeutic approach

All approaches to behaviour support should adopt a positive approach, using a therapeutic-thinking and trauma-informed approach to behaviour. This means that staff understand what causes positive and helpful as well as difficult or dangerous behaviour. They recognise that all behaviour is communication and unpick what the behaviours are telling us. They focus on positive experiences and feelings, recognising that these usually lead to positive and helpful behaviour. Positive experiences create positive feelings and positive feelings create positive behaviour. All opportunities to notice, model and praise valued behaviour should be taken by all members of our school community at all times.

Managing behaviour is the responsibility of all staff in the school. Any low-level incidents remain the responsibility of the class teacher to be dealt with appropriately as part of the class community.

2. Aims of this Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure all members of our community are held responsible for their own behaviour.
- To empower staff to encourage positive behaviour and manage difficult behaviour without delegating.
- To ensure staff use the appropriate strategies for supporting positive behaviour.

Following the 6Rs and School Code is what we expect as the 'norm' and all staff need to 'catch the children getting it right' through specific praise or rewards. These must be modelled by all staff.

	R		
r	E	flective	thinking about how to get better at learning
re	S	ilience	sticking at something and ignoring distractions
res	P	onsibility	making good choices in behaviour and learning
r	E	sourceful	exploring different ways to get things done
re	C	iprocity	working with others, listening and helping
	T		

3. Promoting and celebrating success

Staff will model, promote and catch children showing the behaviours we expect, and especially those that represent our 6Rs. Staff will strive to achieve a consistent approach when rewarding children and use agreed language to give specific praise. We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Children are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons.

Class Teachers are responsible for their classroom environment which should give clear messages to the children about the extent to which they and their efforts are valued. They should set the systems up in their classrooms in line with the aim and principles of this policy for recognising achievement. There should be consistency between classes in each Year Group. A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

There is a distinction between developmental behaviour and persistently unacceptable, difficult and inappropriate behaviour. Some children, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class rules. Individual strategies will therefore need to be implemented to support them.

Clear routines will be well established for behaviour within the school day which will be consistent and everybody will be expected to follow them.

We have an appropriately structured curriculum that promotes effective learning and therefore contributes to good behaviour. Provision is adapted for individuals so that it meets their needs, and praise should be used to encourage good behaviour as well as good work.

We recognise that there are different learning styles and routines for supporting children. This may involve group work, 1 to 1 support and use of The Bridge and The Hive to support children when appropriate.

4. Language

Staff should use positive phrasing as opposed to negative phrasing to encourage a pupil to use valued behaviours. We recognise that, at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations we refer to the child as being 'in crisis' rather than 'kicking off', or 'playing up'.

Children do not display 'challenging behaviour' but 'difficult behaviour'. (The same behaviour may not be challenging for other staff.)

- Behaviours are described as **valued or detrimental**
- Feelings as **helpful or unhelpful**
- Experiences as **positive or negative**

NOT to be used	To be used
Negative Phrasing	Positive Phrasing
Get in here/ Give it to me now!	Stand next to me thank you
Do as you're told	Put the pen on the table or in the pot thank you
Get out!	Walk in the corridor thank you
Stop being silly	Stay seated in your chair thank you
Be good	(Child's name) This is listening time – thank you
Don't talk to me like that!	
Stop running	
Why are you talking?	
Don't fiddle with that	
Open Choice	Limited choice
What do you want to do?	Where shall we talk? Here or in the kitchen?
Would you like to go inside?	Are you going to sit on your own or with the group?
	Are you starting your work with the words or with a picture?

Empowering the behaviour	Disempowering the behaviour
Come back here, Now!	You can listen from there
Get down from there!	Come and find me when you get back
Don't you dare swear at me!	I can see something has happened
I will let you use the computer if... (negotiating)	I am here to help
	Talk and I will listen (offer help)
	Come with me and ... (offer a way out)
	Use child's name (to personalise)

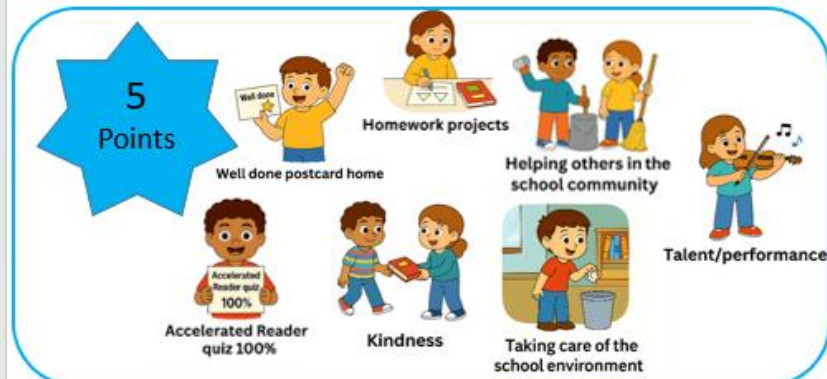
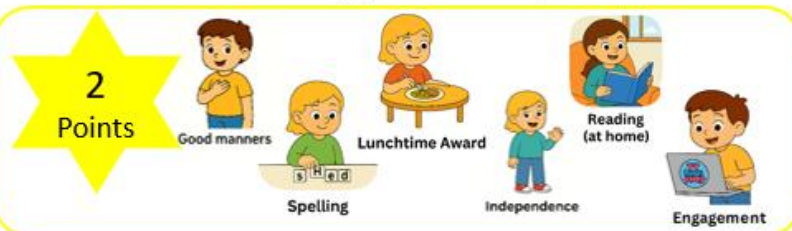
5. Rewards and Consequences

We will use various strategies to reward our pupils with various class and individual systems. These rewards cannot be taken away once they have been given. VIP awards are given each week by the teachers to children for demonstrating our 6Rs. Children are encouraged to do the right thing for their class 'tree' family by earning tree points as shown in the poster below. We are attempting to install a sense of community and a world beyond ourselves through this approach.

Rewards

These are in place to celebrate the achievements of individual children in all aspects of school life.

What can we get tree points for?



BVPS School Code and 6Rs – what we expect everyday

- ✓ **Do be gentle** – Do not hurt anyone
- ✓ **Do be kind and helpful** – Do not hurt people's feelings
- ✓ **Do work hard** – Do not waste yours or other people's time
- ✓ **Do look after property** – Do not waste or damage things and look after our school
- ✓ **Do listen to people** – Do not interrupt
- ✓ **Do be honest** – Do not cover up the truth
- ✓ **Do move safely and quietly around the school** – Do not run indoors
- ✓ **Do as you are asked to do by adults in school** – Do not ignore instructions or answer back



Where children show detrimental behaviours it is appropriate and necessary for them to see the consequences to their actions. There are two types of consequences that should be used, Protective and/or Educational.

General Behaviour Round School and in Class

Class Teachers should discuss any concerns with parents/carers at the earliest opportunity.

***These consequences are in place for dealing with unacceptable behaviours.
It is not possible to list every behaviour and staff must use their professional judgement.***

Level	Examples of behaviour choices	Response
Level 1 Class-based disruption where expectations are not met.	<ul style="list-style-type: none"> - Talking over the teacher/TA - Not following instructions - Swinging on chair - Incorrect use of equipment/resources - Calling out - Name calling - Running in corridor/class - Poor lining up - Not sharing equipment (in class/playtime) 	<p style="text-align: center;"><i>Responsibility of class-based staff</i></p> <p>3 verbal reminders about what needs to change. If not then:</p> <ul style="list-style-type: none"> - Loss of playtime minutes - Re-do/complete work at play/lunchtime in class (Learning Zone for play/lunchtime behaviours) - Move to a parallel class with a note from the teacher - Withdrawn attention if appropriate (ignore attention seeking behaviour). - Use of 5/10 minute timer
Level 2 Behaviour escalates or expectations are consistently issued, staff continue to implement strategies in Level 1.	<ul style="list-style-type: none"> - Disrespectful behaviour, eg answering back, personal comments - Resistance or avoidance of work - Not co-operating with others - Leaving seat without permission - Using physical aggression, eg, hands on, pushing, poking, etc - Throwing items - Swearing - Littering - Play fighting (lunchtime) 	<p style="text-align: center;"><i>Responsibility of class-based staff and pastoral staff</i></p> <p>2 verbal reminders, then:</p> <ul style="list-style-type: none"> - Time out at playtime/lunchtime - Move to a parallel class - Record on Bromcom - Inform SLT and parents/carers if there are three separate Logs in a week - Consider My Week At School Chart - The Bridge (if appropriate)
Level 3 Behaviour causes harm and ongoing disruption. Serious first-time behaviours which are a breach of school rules and	<ul style="list-style-type: none"> - Continuation of Level 1 and Level 2 behaviours - Swearing at staff - Leaving room without permission - Targeted harm to others - Damage to property - Inappropriate physical contact - Use of discriminatory language 	<p style="text-align: center;"><i>Responsibility of class-based staff and a member of SLT (AHT/SENDCo)</i></p> <ul style="list-style-type: none"> - Remove from class/group if needed - Log incident on Bromcom - Loss of playtime/lunchtime - Parents/Carers notified - Consider Predict and Prevent to analyse behaviour

expectations.	<ul style="list-style-type: none"> - Deliberate spitting - Dishonesty - Defiance - Stealing - Fighting 	<ul style="list-style-type: none"> - Loss of privileges/responsibilities - Confiscation of banned items (to be kept by teacher/SLT)
Level 4 Where behaviour causes significant harm and significant on going disruption. Serious first-time behaviours which are a breach of school rules and expectations.	<ul style="list-style-type: none"> - Bullying and targeted harm - Malicious and violent behaviour towards staff and pupils - Significant damage to property - Significant inappropriate physical contact - Intentional prolonged defiance - Any illegal behaviour 	Responsibility of a member of SLT (HT/DHT) <ul style="list-style-type: none"> - Internal exclusion from class - Internal exclusion at playtimes and lunchtimes - Individual Risk Management Plan (RMP) - Individual Report Card (with agreement of SLT) - Where any of the above has not had an impact over time, follow Cambridgeshire Exclusion guidance: <ul style="list-style-type: none"> o Exclusion – fixed term o Exclusion - permanent

6. Play and Lunchtimes

We want our play and lunchtimes to be safe and enjoyable for all pupils. Therefore it is vital that expectations of behaviour remain in place and that all staff follow consistent procedures. Staff on duty are responsible for ensuring the pupils' health and safety, ensuring that they are well supervised both inside and outside the building. They must be visible and be in assigned places.

Playground Behaviour		
Rewards	Lunchtime Awards for weekly draw Stickers (R/KS1) and dojo (KS2) if in lunchtime box Respect Book Verbal praise	
Level	Examples of behaviour choices	Response
Level 1	<ul style="list-style-type: none"> - Falling out with friends - Name calling - Not taking turns or sharing - Shouting at other children - Not following adult instructions - Swearing - Going indoors without permission 	Responsibility of staff who are on duty <ul style="list-style-type: none"> - Verbal reminders about what needs to change (how to play) - If there is no change then a warning given.
Level 2	<ul style="list-style-type: none"> - Disrespectful behaviour, eg answering back, personal comments - Resistance - Not co-operating with others - Using physical aggression, eg, hands on, pushing, poking, etc - Throwing items - Swearing - Littering - Play fighting (lunchtime) 	5 – 10 minutes with member of staff on duty If repeated send to Learning Zone : <ul style="list-style-type: none"> - Incident 1 = 10 minutes - Incident 2 = 20 minutes - Incident 3 = 30 minutes (SLT to use discretion) Advise the child that behaviour is not acceptable and the LZ is to help them calm down and reflect, thinking about any changes needed. Restorative conversation before child returns outside.

		Incidents will be logged on Bromcom parents/carers to be informed if there are three separate Logs in a week.
Level 3 For serious behaviour children will immediately be sent to the Learning Zone and lose the remainder of their free time.	<ul style="list-style-type: none"> - Continuation of Level 1 and Level 2 behaviours - Swearing at staff - Targeted harm to others - Damage to property - Inappropriate physical contact - Use of discriminatory language - Deliberate spitting - Dishonesty - Defiance - Stealing - Fighting 	Incidents logged in Bromcom

Behaviour Out of School

When children are taken out of school, including for any educational visits, sports competitions, or concerts, this behaviour Policy will still apply. A risk assessment will be completed which will include how incidents of unacceptable behaviour will be dealt with. This will vary depending upon the nature of the trip and pupils attending.

Children who display unacceptable behaviour persistently will be made aware that they will not be considered for school visits, including residentials, and representative school teams. To be selected for a school team is an honour. It is for pupils who can be trusted to be exemplary ambassadors for their school and its name/reputation. Staff considering excluding children from school team selection for this reason, should initially discuss this with the Headteacher or Deputy Headteacher.

If behaviour is unacceptable in extra-curricular activities a warning should be given and if behaviour does not improve then the pupil will not be allowed to attend the activity.

7. Rights and Responsibilities

Rights of BVPS Children	Responsibilities of BVPS Children
<ul style="list-style-type: none"> ✓ Feel safe and happy ✓ Learn ✓ Be treated with respect ✓ Know my property is safe ✓ A clean and tidy school ✓ Be listened to 	<ul style="list-style-type: none"> ✓ Behave in a safe way ✓ Help others learn ✓ Respect other people ✓ Respect and care for other people's property ✓ Help keep the school clean and tidy

Rights of BVPS Staff	Responsibilities of BVPS Staff
<ul style="list-style-type: none"> ✓ Work in a safe and supportive community ✓ Have the support of pupils and all other stakeholders ✓ Feel valued personally and professionally ✓ Teach and work without disruption ✓ Be shown courtesy and consideration by all the school community ✓ Professional development ✓ A clean, tidy and orderly environment ✓ 	<ul style="list-style-type: none"> ✓ Support others and provide a safe environment ✓ Work in partnership with all stakeholders, building positive relationships ✓ Value and respect others in the school community ✓ Work as a team to provide children with high quality education and school experience ✓ Treat others with care, courtesy and consideration ✓ Attend appropriate training opportunities ✓ Take care of school property ✓ Provide a clean, tidy and orderly environment and share responsibility for all shared areas and resources

Rights of Parents and Carers	Responsibilities of BVPS Parents and Carers
<ul style="list-style-type: none"> ✓ Effective communication with the school ✓ Be treated with respect and have opinions valued ✓ Expect the children to work in a clean, orderly and tidy environment ✓ Receive regular feedback and useful information 	<ul style="list-style-type: none"> ✓ Work in partnership with the school and keep in regular contact ✓ Support children's education and take responsibility for keeping informed ✓ Actively support school decisions ✓ Respect school staff and pupils and value their opinions ✓ Talk positively about the school in the community ✓ Work in partnership to support learning ✓ Help keep the school environment clean ✓ Ensure the children are appropriately prepared for school ✓ Abide by the Parent/Carer/Visitor Code of Conduct

All Staff must:

- **Meet and greet** at the door.
- Ensure that they are explicit and actually describe exactly what the pupil needs to do to improve their behaviour. It may not be as obvious to them as we think it is.
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and are adapted to meet the needs of all learners.
- Be **calm** and be prepared to take up time when discussing behaviour. Prevent before consequences.
- **Follow** up every time, retain ownership and engage in reflective dialogue with children.
- **Never ignore** or walk past children who are behaving badly.
- **Support** and **adhere to** plans for individual children.
- **Complete** relevant paperwork.

Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness of the Behaviour Policy. The Headteacher has the day-to-day authority to implement the behaviour policy.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. They will:

- Be a visible presence around the school.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support all staff in managing learners with more complex or entrenched behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly support, target and review provision for learners with Individual Risk Management Plans (IRMP).

8. Exclusion

Exclusion is used rarely and only as an absolute last resort, where it is in the best interests of the child and/or necessary for the safety, security and orderly conduct of other children at the school. The Cambridgeshire County Council Exclusion Guidance for schools is used when considering any exclusion with the check list for Head Teachers being completed in all circumstances.

The Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. Any violence towards staff will not be tolerated and the child will be excluded for a fixed period. The Headteacher may exclude a pupil for one or more fixed periods. The Headteacher may also exclude a pupil permanently for repeated occurrences although this is the absolutely last resort for the school.

Whenever the Headteacher excludes a pupil, the parent/carers must be notified immediately, ideally by telephone followed up by a letter within 24 hours. The procedures as set out in the CCC Exclusion Guidance will be followed.

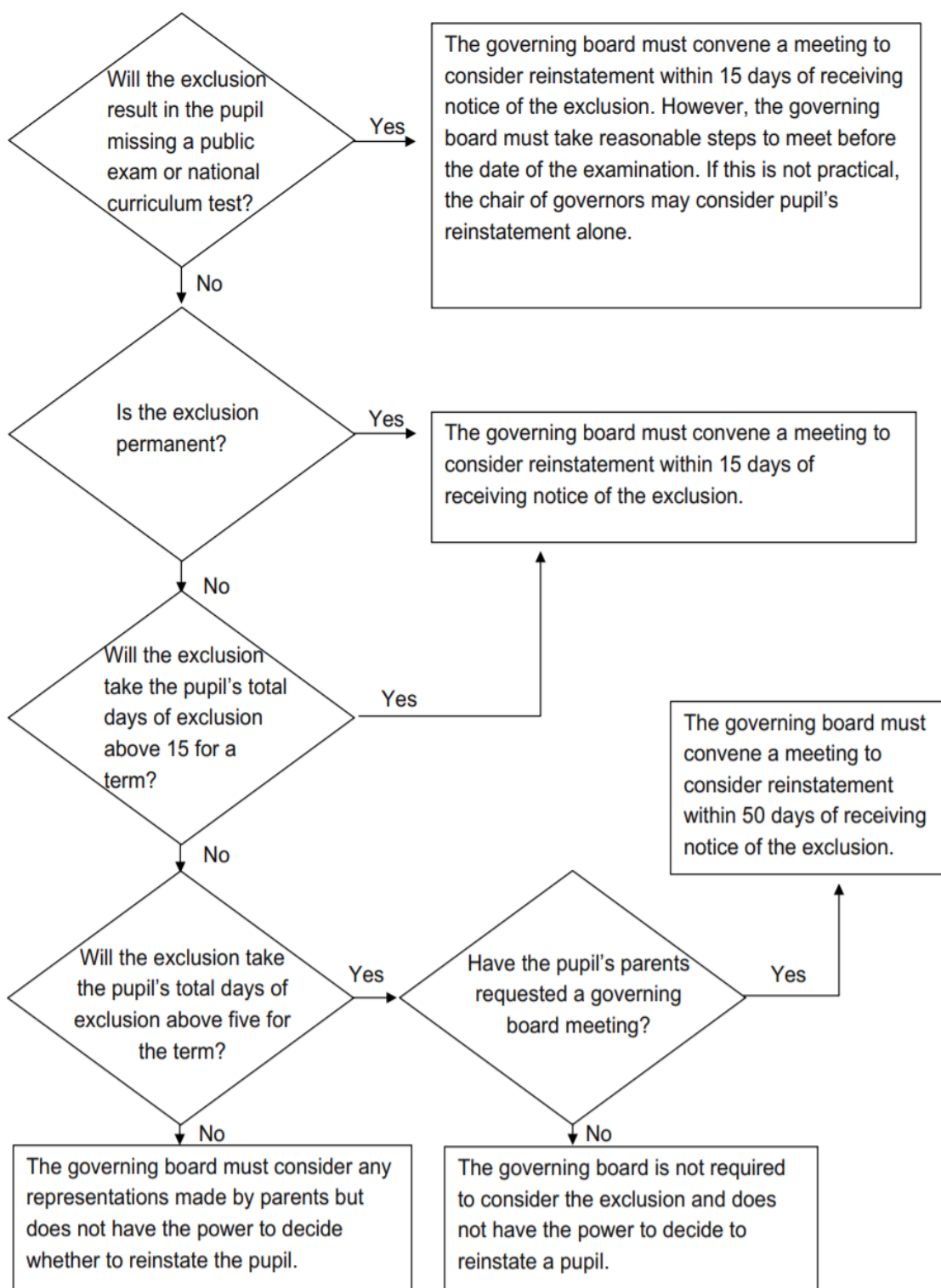
Following any exclusion the parent /carer and child will be invited to attend a reintegration meeting.

9. Review

The effectiveness of this policy will be monitored and measured through:

- Pupil feedback – via the school council and pupil voice
- Parent and staff feedback
- My Concern and analysis of Behaviour Logs
- Governor monitoring

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Governing Body.



The governing board may delegate its functions to consider an exclusion to a designated committee. References to days mean 'school days'.