



Our Behaviour Policy: Respectful Relationships and Behaviour for Learning

Approved by:

Governing
Body

Date: March
2020

Last reviewed on:

September 2025

Next review due
by:

September 2026

Key Premises of Our Approach

Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Behaviour is a communication of an emotional need (whether conscious or unconscious).

We consider the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. A child presenting with challenging behaviours needs to be regarded as vulnerable rather than troublesome.



We put relationships first and aim to develop strong relationships and sense of belonging.

Maintain clear boundaries and expectations around behaviour. Changing the way we respond does not mean we have lower expectations or less routines and structure.

Not all behaviours are a matter of choice.

Poor behaviour is a barrier to learning.

Several high-quality studies suggest that a shift of focus from managing a child's behaviour towards teaching a child learning behaviour may be beneficial.

Purpose of the Policy

- Recognise behavioural norms
- Positively reinforce behaviour norms
- Promote self-regulation and intrinsic motivation
- Teach appropriate behaviour through positive interventions

The relationships and behaviour policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour. Our policy describes our collective approach and states what is expected of **all staff** when promoting positive behaviour and well-being.

Bramber is committed to the emotional health and well-being of all its community. We work towards this in all aspects of school life and to provide an ethos, environment and

curriculum that supports the social, emotional and mental health of the whole school community.

Bramber Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. **Our policy guides staff to teach self-regulation not blind compliance.** It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The purpose of our approach to behaviour management is to promote a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishments linked to behaviour, towards a more humanist, relational and universal approach, which is inclusive for all and can benefit the whole community.

Aim of the policy

- To build a community, which values kindness, care, good humour, good temper, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- 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 refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.

Roles and Responsibilities

Every day, all staff will:

- Meet and greet before every learning time.
- Prepare the children for home time, walk them out of school and send them home on a positive note and in a calm manner.
- Speak politely to everyone – modelling positive behaviours and building positive relationships
- Use a visible recognition mechanism throughout every lesson
- Visibly praise those who are behaving appropriately – consistently reinforcing rituals and routines for behaviour around our school.
- Never ignore or walk past learners who are behaving in the wrong way and not adhering to the Bramber Values.
- Follow up every time, retain ownership and engage in reflective dialogue with our learners.

Senior Leaders will

- Take time to welcome learners and their families at the start of the day.
- Be visibly present around the school, particularly at busy transition times.
- Regularly share good practice.

- Support staff by returning learners to learning, by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage the use of positive postcards.
- Use behaviour data to assess and target behaviour across the whole school community.

The role of the Headteacher

- It is the responsibility of the Headteacher, under the Legislation: Maintained schools - Education and Inspection Act 2006: Section 89 <http://www.legislation.gov.uk/ukpga/2006/40/section/89> to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified and adhering to both West Sussex and national policies.

The role of parents and carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We explain the Bramber Values in our prospectus and we use these as our behaviour guidelines. We expect parents to read them and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable consequences to help a child follow the school rules and learn well, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

- The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour but governors may give advice to the Headteacher about particular

disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Approach

We praise in **public** (PIP!)

Recognition of effort

We have various ways of recognising the behaviour we want to see at Bramber:

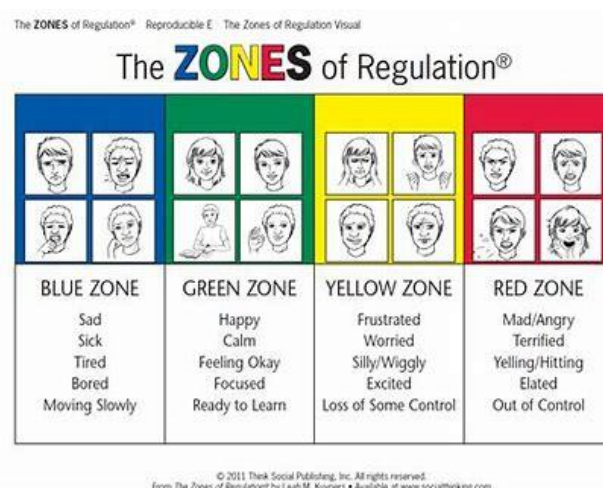
We have ONE rule at Bramber: ***To always show our Bramber Values.***

- ✓ Every classroom has a mechanism to recognise expected behaviours. At the start of the week, the class teacher decides on the focus for the class behaviour. EVERYTIME this is demonstrated, the child is recognised. The aim is for **all** children every day to show these positive behaviours because we believe that **all** children are capable of this. Alongside adults, children can also nominate their peers who are seen to be demonstrating these positive behaviours.
- ✓ Class teachers can send postcards home as a recognition of the **effort** a child has been demonstrating with their behaviour and attitude to learning.
- ✓ Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward and is preferred by some children.
- ✓ From Year 1, all the children are placed in 'Houses'. House points are used across the school to encourage good choices in the way the children behave in the classroom and throughout the school.
- ✓ In our weekly 'Appreciation Assembly', we celebrate children who have demonstrated the Bramber Values in all that they have done in school throughout the week.
- ✓ As a recognition and 'thank you' to children who have been **consistently** showing effort and going 'above and beyond', they are invited to 'Hot Choc Friday' with the Senior Leaders of the school. Here, we will share a drink and conversation - reinforcing those positive and strong relationships.

Regulating Emotions

We teach children about feelings, emotions and self-regulation using the Zones of Regulation approach as the foundation of developing the language of emotional literacy. Zones of Regulation teaches children that all feelings and emotions are valid. It shows them how to recognise and name a range of emotions as well as looking at what may trigger individual emotional responses. The final stage is to teach strategies to self-regulate emotions. Our aim is for all children to develop a bespoke 'toolkit' that offers them the ability to regulate their emotions and become resilient young people.

Managing and modifying behaviours: a stepped approach.



At Bramber, learners are held responsible for their behaviour. Steps will be used to manage poor behaviour.

We aim to reprimand in **private** (RIP!)

Step 1: Reminder

A reminder of the expectations for all the learners is communicated at the start of every learning time, with gentle reminders throughout the lesson.

Step 2: Caution

A clear verbal caution delivered privately to an individual learner, making them aware of their behaviour and clearly **outlining the consequences if they continue**. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.



30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

Step 3: The Time Out / Thinking Time

Time out away from distraction: in partner class / shared area/ Rainbow Room/Learning Pod/on the bench in the playground. This is an opportunity to regulate and reflect is age and stage appropriate in length.

This time should **always** be followed up with a restorative conversation.

Restorative questions

What happened?
What were you thinking?
How did this make people feel?
Who else has been affected?
What should we do to put things right?
How can we do things differently in the future?

All adults, not just class teachers, should adopt this approach. Children must have time to reflect how their behaviours have affected others and what they can do to put things right.

The learner is asked to speak to the adult away from others.

If a child misses part of their play time to do this – time allocation is age / incident appropriate **and will never be a whole playtime**. There will be an adult in the class to oversee this and ensure a short reflection conversation takes place. An opportunity to have an outdoor break will be offered at another time if necessary.

Step 4: Informal contact with parents.

If a child is getting to step 3 regularly, the class teacher will speak to the parents/carers informally at the end of the day, by phone or email to explain the behaviours, what has

been done to support and what needs to be focused on moving forward to avoid further escalation. *This conversation should be recorded on CPOMS.*

The Partnership Stage –

The partnership stage will be implemented when there is a cause for concern or persisted behaviours that are not changing after steps 1-3 have been implemented.

Step 5: Speak to the child with another member of staff present.

The adult who has been dealing with the behaviours speaks to the child with the class teacher (TA/support staff) or another teacher (class teacher) present.

Step 6: Speak to the child with SLT.

The class teacher with a member of SLT present.

Step 7: Formal contact with parents, led by SLT.

Parents are invited to discuss behaviours and ways forward. The parents, class teacher and SLT will meet to discuss the area of concern and compile an action plan that is implemented immediately and monitored regularly. Where appropriate to do so, the child we also be involved.

Recording Behaviour Incidents

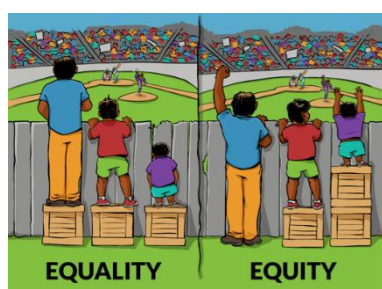
Behaviour incidents of concern are recorded on CPOMS (generally from step 4). The categories are:

- Bullying
- Classroom Incident
- Dysregulated – red zone
- First incident – unusual behaviour for child
- Friendship Disagreement
- Playground Incident

The incident may not fit into any or more than one of these categories and this will be detailed in the incident report on CPOMS.

The use of CPOMS is discretionary and based on professional judgement. Staff are encouraged to record incidents that relate to behaviour, wellbeing or other concerns that may require monitoring or follow-up. However, not all classroom interactions are formally logged and the decision to record is made according to the context and relevance of each incident.

Managing challenging behaviour



Research has shown that behaviour is a communication of an emotional need (whether conscious or unconscious). We recognise this and understand that some of our children may need alternative support to manage this need. The approach adopted with these children may need to be adapted to the needs of the child. As a school community, we recognise that supporting our children with their behaviour is just the same as supporting children's other learning needs. We will model the behaviour we expect at Bramber and support them to achieve our high expectations.

Extreme Behaviours

There are some behaviours that would move straight to step 6 and may result in further action.

These behaviours include:

- Use or threat of use of an offensive weapon or prohibited item
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protective measures in place to protect public health
- Physical assault against pupil
- Physical assault against adult
- Verbal abuse / threatening behaviour against pupil
- Verbal abuse / threatening behaviour against adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage to property
- Theft
- Persistent or general disruptive behaviour

Suspensions and permanent exclusions

Exclusion or suspension for poor behaviour is used rarely and only when all other strategies have been tried and exhausted, or when behaviour is so extreme that the school is given no other option.

Suspensions and exclusions are dealt with in line with the government's published national guidance: [DFE Guidance, August 2024](#).

Monitoring and review

- The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The Headteacher records incidents of serious misbehaviour.
- The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.
- The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Policy Links

Other school policies that can be referred to alongside this policy are:

- Child protection and Safeguarding Policy
- Anti-bullying Policy

References

Dix P. (2017) 'When the Adults Change, Everything Changes'

Brighton and Hove City Council (2018) 'Developing an Attachment Aware Behaviour Regulation Policy'

Education Endowment Foundation (2019) 'Improving Behaviour in Schools'

Bramber's Behaviour Blueprint



Relentless Routines: Every day, all staff will:

- Meet and greet before every learning time.
- Prepare the children for home time, walk them out of school and send them home on a positive note.
- Speak politely to everyone – modelling positive behaviours and building relationships
- Visibly praise those who are behaving appropriately – consistently reinforcing rituals and routines for behaviour around our school.
- Never ignore or walk past learners who are behaving in the wrong way.

Above and beyond...

Intrinsic reward rather than extrinsic reward— feel proud 'inside' of your behaviour.

Whole class recognition board.

Postcards home

Hot choc Friday to say thank you.



STEPPED SANCTIONS

Step 1: Reminder – we are all trying to think about the Bramber values

Step 2: Caution – clear verbal caution – think carefully about your next step

Step 3: Last Chance – speak to them privately, scripted intervention.

Step 4: Time out away from distraction: in partner class / shared area/ Rainbow Room/ on the bench in the playground. No more than 5 minutes. Follow up with opportunities for restorative conversation.

Step 5: Informal contact with parents.

Step 6: Speak to child with Phase Leader

Step 7: Speak to child with SLT

Step 8: Formal contact with parents: Invite parents in to discuss behaviours and ways forward.

Scripted

intervention (delivered on a 1 to 1 and privately)

Gentle approach, make it personal and non-threatening, turn your body side on and speak at the child's eye level or lower.

State the behaviour that was observed and which rule/ expectation/ routine it contravenes.

Immediately refer to previous good behaviour/ learning as a model for the desired behaviour.

Walk away; allow her/ him time to decide what to do next. If there are comments as you walk, away write them down and follow up later.

Look around the room with a view to catch somebody following the rules.

Restorative questions

'What happened?

'What were you thinking?

'How did this make people feel?

'Who else has been affected?

'What should we do to put things right?

'How can we do things differently in the future?

We live and breathe the Bramber Values:

*A lifelong love of learning;
a love of life*

Our Values

Belonging

Resilience

Achievement

Make discoveries

Be brave and ambitious

Enjoy learning

Respectful and responsible



Our micro-script. We all use the same language....

I've noticed that...

You know our school values...

Can you remember when (positive behaviour) and how that felt?

I expect you to make the right choice / good choices

Child

'It wasn't me'

'But they were doing the same thing'

'I was only.....'

'You are not being fair'

'It's boring'

'You are a (name calling)'

Adult

'I hear what you are saying'

'I understand'

'Maybe you were...and yet...'

'Yes, sometimes I may appear unfair.....'

'Be that as it may.....'

'I am sorry you are having a bad day'

Low-level interventions

Closed choice – option that's worse – now or break time

Bracket the behaviour – praise children either side of misbehaving child

Pressure of time – keep to what you say, 5 minutes means 5 minutes

Casual question – refocus the child with a general question, use their name

Steady stare – pause and stare (neutral) and hold for longer than necessary

Break off mid-speech – wait till middle of a sentence to pause then hold the silence

Signal – gestures, facial expressions or body language (won't disrupt other children.)

Proximity – move nearer to the child, either side on or in front

Describe what you can see – neutral voice, mirroring the child's behaviour

Distract – give them an activity/job to do, end the command with 'Thank you.'

Bridge – give support, move away and praise any progress

Tell – say what you want them to do, pause between instructions until all done

Broken record – repeat instructions up to 3 times (no more)

Partial agreement – show you heard them, but that they should listen to you now

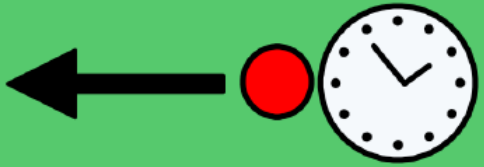
Tactical ignore – do not respond (only a temporary fix, you must follow up later)

Private intervention – after/during the event, invite them to talk, use a neutral tone

Maybe, and... technique – Maybe.... and ...(instruction) finish with 'Thank you.'

Appendix 3 – Thinking Sheet

Resources to support children's reflection time.

 My friend wouldn't let me play	 Someone said something nasty	 I was playing with that first	 Someone copied me	 I tried to be first in line
 I lost something	 What happened before?			 I tried to take a turn first
 I got something wrong				 My friend wanted to play with another friend
 Someone kept looking at my work	 I was finishing looking at my book	 I just finished my model to keep	 Someone took my snack	 Something Different



I broke something



I drew on something



A child was hurt



An adult was hurt



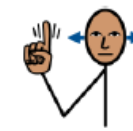
Was being unsafe



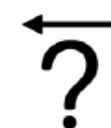
Took my clothes off



Used bad language



Not being respectful



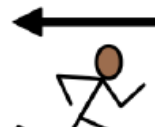
Was distracting others



Didn't listen to instructions



Threw something



Ran off



Tore up work



Something different



What happened?



Worried



Fidgety



Confused



Angry



Sad



Annoyed



What were you
thinking or feeling?



Silly



Scared



Embarrassed



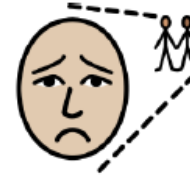
Nervous



Bored



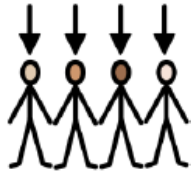
Furious



Lonely



Something
different

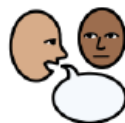
 Me	 A friend	 A teacher	 My class	 My Mum
 My Dad	 Who has been affected?			 Other children
 My family				 My sibling
 People in the community	 Animals	 Everyone	 Another adult	 Someone else



Make a card



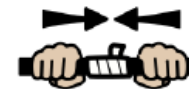
Write a letter



Talk to
someone



Say sorry



Fix something



Have thinking
time



What I could try to
put things right



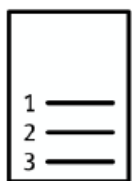
Tidy up



Listen to an
apology



Clean
something



Make a plan



Finish my
work



Practice or
try again

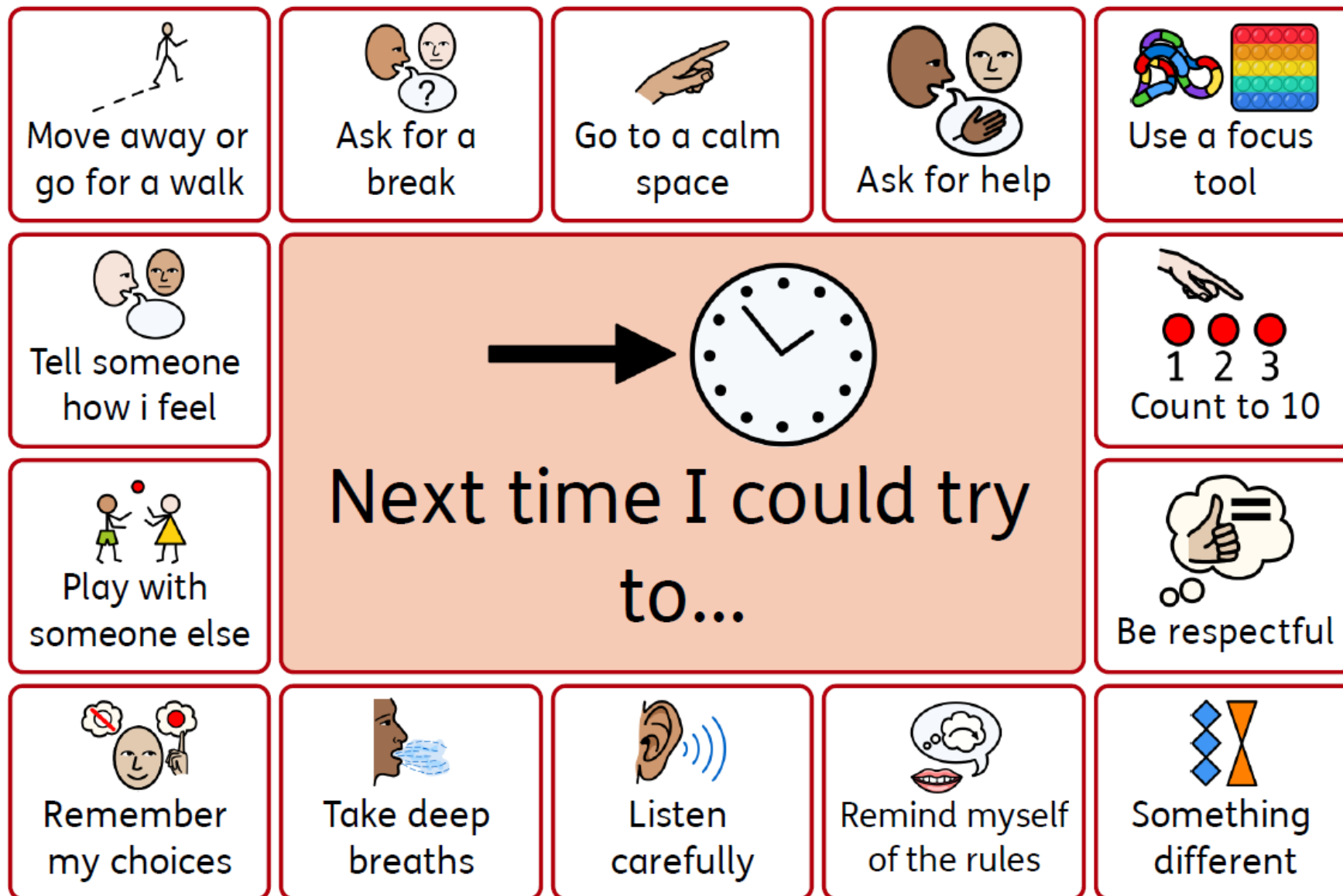


Hug



Something
different







Help with
work



Help me talk
about it



Change my
seat



Get a snack



Give different
tasks



Give me time
and space



What could we do to help?



Explain things
to me



Listen to me



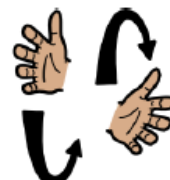
Call home



Medical help



Offer me a
break



Use sign



Help me talk
to a friend



Something
Different