Our Behaviour Policy: Respectful Relationships and Behaviour for Learning

Approved by:	Governing Body	**Date:**	March 2020
Last reviewed on:	September 2026		
Next review due by:	September 2027		

What we believe at Bramber



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.

We 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.

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

All staff, including lunchtime and supply staff, will:

- Teach and practise clear expectations and routines.
- Use consistent, respectful language and recognise effort and improvement.
- Respond calmly, listen and provide support suited to the child.
- Follow up concerns and help children return successfully to learning.

Adults welcome children before learning time and help them finish the day calmly and positively. They act on unsafe or harmful behaviour. Corrections are private wherever possible. Adults do not shout, use sarcasm, humiliation or threats. A raised voice may be needed to warn of immediate danger.

Adults give children time to understand and respond. They do not require eye contact as proof of listening. New staff are taught the routines and told how to get help.

In addition, 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 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. We try to build a supportive dialogue between the home and the school and we inform parents 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.

Our Approach

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

The relationships and behaviour for learning 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 adults** 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 relational and universal approach, which is inclusive for all and can benefit the whole community.

Our one school rule is: **Always show our Bramber Values.**

Value	What this looks like
Belonging	Welcome and include others. Respect differences and help everyone feel part of school.
Resilience	Keep trying, use feedback and ask for help. Practise ways to manage frustration.
Achievement	Work towards your next steps. Take pride in effort and progress and celebrate others' success.
Make discoveries	Ask questions, explore safely, make connections and share what you find out.
Be brave and ambitious	Try unfamiliar learning and set challenging goals with support. Speak up or seek help when something feels wrong.
Enjoy learning	Show curiosity, participate in ways that meet your needs and share ideas and discoveries.
Respectful and responsible	Listen, use considerate words and follow instructions with support. Keep people safe, respect privacy, care for equipment and help put things right.

Recognise Respond Repair Reset

Our **Recognise, Respond, Repair, Reset** framework guides our everyday approach to behaviour at Bramber. It provides a consistent way for adults to celebrate positive behaviour, respond when expectations are not met, help children repair situations and support them to move forward successfully.

Stage	What happens
Recognise	Our starting point is always to notice what children are doing well. Adults actively look for our Bramber Values in action and use specific praise and our wider celebration systems to recognise positive choices, effort, progress and contributions to the school community. We aim to ensure that children understand exactly what they have done well and why it matters.
Respond	When behaviour does not meet our expectations, adults respond **calmly**, **consistently** and **proportionately**. The behaviour that needs to change is explained clearly and the child is reminded of the expected behaviour and the relevant Bramber Value. Adults consider what support the child may need to meet the expectation and give them appropriate time and opportunity to respond positively. We follow a graduated response to behaviour that does not meet our expectations.
Repair	Once the child is calm and ready to reflect, adults help them understand what happened and the impact their behaviour may have had on themselves or others. Children are supported to take responsibility for their actions and, where appropriate, consider how they can put things right. The needs of anyone affected by the behaviour are also considered and supported. Repair is intended to restore relationships and help children learn from what has happened, rather than simply require an apology.
Reset	Following an incident, children are welcomed back positively and supported to make a successful return to learning or play. Adults agree a manageable next step, provide any necessary support and check in with the child where appropriate. Positive choices following an incident are actively noticed and recognised. Any agreed consequence, restorative action or follow-up remains in place, but the child is given a genuine opportunity to move forward.

We recognise that children may need support and time to regulate before they are ready to reflect, repair or discuss what has happened. A child's return to learning should not be dependent upon completing a written

reflection or giving a forced apology. A fresh start does not mean that an incident is forgotten or that agreed consequences are remove. It means that, once the situation has been addressed, the child is supported to reconnect, learn from the experience and make their next choice a positive one.

Celebrating positive behaviour every day

At Bramber, our first attention is given to children who are demonstrating our Bramber Values. Adults actively notice kindness, inclusion, curiosity, effort, responsibility and improvement throughout lessons, playtimes, lunchtimes and transitions. We recognise that positive behaviour can be shown in many different ways, and we celebrate small steps and individual progress as well as sustained success. This includes recognising children who consistently and quietly meet our expectations.

Praise should be specific and meaningful so that children understand exactly what they have done well and why it matters. For example, an adult might say, *"You invited someone to join your game. That shows Belonging."* Adults connect recognition to our Bramber Values and support children to recognise their own progress and celebrate the successes of others.

Our recognition system	How we use it
Specific praise is used every day across the school.	Adults notice positive actions promptly, name the Bramber Value being demonstrated and explain the positive impact of the child's behaviour. Where a child prefers not to receive public recognition, praise can be given quietly and privately.
Positive behaviour is also recognised visibly within lessons.	Adults make clear the behaviour, effort, contribution or progress they are noticing and link this to our values. Recognition should be achievable for every child and should not focus only on the highest attainment or most visible achievements. Teachers may choose to support this through the use of a Recognition Board.
House points	House points are awarded to recognise actions that demonstrate our Bramber Values and make a positive contribution to the class or wider school community. When awarding a house point, adults explain to the child what they have done to earn it so that the recognition reinforces the positive behaviour.
Celebratory postcards	Celebratory postcards provide an opportunity to share individual successes with families. These identify what the child has achieved, the Bramber Value they have demonstrated and, where appropriate, the effort, progress or improvement that has led to the recognition. Adults aim to recognise every child in their class in this way throughout the academic year.
Weekly Appreciation Assemblies	Our weekly Appreciation Assemblies celebrate examples of our Bramber Values and achievements from across the school. Adults explain what is being appreciated and why so that the celebration not only recognises individual children but also helps others understand and learn from positive examples.
Hot Choc Friday with senior leaders	Hot Chocolate Friday provides an additional opportunity for children to celebrate their successes with senior leaders. Children are recognised for actions that demonstrate our Bramber Values, including those who consistently make positive choices and meet expectations but whose quiet contribution may otherwise be less visible.
Lead Learners in Year 6	Each year, two Year 6 pupils are selected as Lead Learners, recognising their outstanding commitment to consistently demonstrating the Bramber Values throughout their time at the school. Selection is made collectively by adults from across the school, recognising children who are positive role models and consistently demonstrate respectful, responsible and exemplary behaviour. Being a Lead Learner is a position of trust and responsibility, reflecting the high standards of behaviour and attitudes these pupils have demonstrated over time.

Our recognition system	How we use it
Annual Pride of Bramber Awards	Each year, the Annual Pride of Bramber Values Awards recognise pupils who have consistently demonstrated an outstanding commitment to our Bramber Values throughout the school year. One award is presented for each value, with recipients selected by their class teacher. These awards celebrate children who consistently demonstrate the values through their behaviour, attitudes and relationships with others, acting as positive role models within our school community. Award recipients are presented with a special trophy, in our final assembly of the school year, which they take home and proudly keep for the following school year before returning it to be awarded to the next recipient.

Our approach to recognition is fair, inclusive and responsive to individual children. Adults consider children's different starting points, individual needs and personal goals and actively notice quieter contributions as well as more visible achievements. Private praise is offered where this is more appropriate for the individual child.

A difficult moment does not erase a child's previous successes or prevent them from being recognised for their next positive step. We believe that every interaction provides a new opportunity for children to make positive choices and experience success.

Adults regularly consider which children are receiving recognition and whether any children may unintentionally be overlooked.

School leaders monitor the consistent and equitable use of our recognition systems across the school. We also aim to ensure that families hear about their children's successes and positive contributions, as well as being contacted when concerns arise.

Helping children meet expectations

At Bramber, we recognise that positive behaviour is taught and learned. We explicitly teach children the behaviours and skills they need to participate successfully in school life. This includes how to begin learning, ask for help appropriately, take turns, listen to others, manage feelings, cope with challenges and resolve disagreements positively.

Expectations and routines are taught clearly, modelled by adults and practised by children. We revisit these expectations following school holidays, at points of transition and whenever individuals, groups or classes need further teaching or practice. We do not assume that knowing an expectation means that a child will always have the skills to meet it independently.

We use Zones of Regulation as one approach to helping children develop an understanding of their emotions and recognise strategies that may help them regulate. Children learn that all feelings are valid, while also understanding that the way we respond to those feelings matters. Children are not punished for experiencing a particular emotional state or required to identify or share their feelings publicly. Adults support children to regulate and, when they are ready, help them reflect on and practise strategies that may support them in similar situations in the future.



Additional needs and adjustments

We recognise that some children require additional support to meet our behaviour expectations successfully. Difficulties with communication, learning, sensory processing, emotional regulation or executive functioning can affect a child's ability to respond to an expectation in the same way as their peers.

When we talk about executive functioning, we focus particularly on working memory, impulse control and cognitive flexibility. When a child is finding it difficult to meet an expectation, adults remain curious about what may be getting in the way. Before viewing behaviour as deliberate refusal, we consider whether an executive functioning need or other barrier may be affecting the child's ability to understand, remember, regulate or adapt

their response. This enables us to maintain high expectations while providing the right support to help every child succeed.

Executive Function	Support may include
Working Memory (remembering instructions)	For a child who finds it difficult to remember or follow instructions, adults may give one instruction at a time, provide visual prompts or break an instruction into smaller steps. Adults may also check that the child understands the instruction and support them to begin the first step.
Impulse Control	Where a child finds waiting, turn-taking or controlling impulses difficult, support may include an agreed prompt or cue, predictable routines, supported turn-taking and planned opportunities for movement.
Cognitive Flexibility (managing change)	Children who find change or transition difficult may be supported through visual timetables, advance warnings, clear transition routines and preparation for changes to familiar arrangements.

Appendix One sets out our Executive Functioning Toolkit to support our learners.

Support and reasonable adjustments are based on need and do not require a diagnosis. We maintain safety boundaries while helping children develop the skills to meet expectations. Staff follow agreed individual plans and share relevant adjustments with colleagues.

When behaviour does not meet expectations

Our Graduated Response to Behaviour

When behaviour does not meet our expectations, adults use a consistent and proportionate graduated response. The purpose of this approach is to help children understand what needs to change, provide an opportunity to make a positive choice and identify any additional support they may need.

The six stages below provide a framework for adults rather than an automatic sequence that every child must progress through. Appropriate support and reasonable adjustments are provided throughout. Adults move to further stages when concerns continue, when previous support has not been successful or when a pattern of behaviour is emerging. **Serious, harmful or unsafe behaviour does not need to progress through each stage and may be referred directly to a senior leader.**

Stage	What adults do
1 Reminder	The adult calmly reminds the child of the expected behaviour and, where appropriate, links this to the relevant Bramber Value. A familiar cue, visual prompt or other agreed strategy may be used to support the child. The child is given appropriate time to process the reminder and make a positive change.
2 Private caution	If the behaviour continues, the adult speaks to the child privately wherever possible. The adult clearly explains which behaviour needs to change, reminds the child of the expectation and explains what will happen if the behaviour continues. **The adult checks that the child understands and considers whether any additional support or adjustment is needed to help them succeed.**
3 Thinking time and repair	If further support is required, the child may have a brief period of supervised thinking time away from distractions. This is intended to provide an opportunity to regulate, reflect and prepare to return successfully to learning or play. When the child is ready, an adult supports them to consider what happened, understand any impact on others and, where appropriate, repair the situation. The child is then welcomed back and given a fresh opportunity to demonstrate positive behaviour.

Stage	What adults do
4 Informal parent contact	Where a child regularly requires thinking time (regularly reaches stage 3) or a pattern of concern is developing, the class teacher will contact parents or carers. The purpose of this conversation is to share concerns at an early stage, discuss what may be contributing to the behaviour and explain the support being provided in school. The teacher and family can agree appropriate next steps and the conversation will be recorded in line with school procedures.
5 Senior leader support	Where concerns persist despite the strategies already in place, the class teacher will seek support from a senior leader. Together, they will review the behaviour, identify any patterns or underlying needs and consider whether existing strategies and reasonable adjustments are being implemented consistently and are having the desired impact. Where appropriate, additional support, monitoring or involvement from the SENCO may be agreed. Advice and support from external professionals may also be sought where necessary.
6 Formal parent partnership	For significant or persistent concerns, parents or carers will be invited to meet with the class teacher and a senior leader. Together, they will agree a written support plan which identifies the child's strengths and needs, the behaviours causing concern, agreed strategies and adjustments, responsibilities for those involved and a clear review date. The child, SENCO and other relevant members of staff will be involved where appropriate.

Throughout all six stages, our aim is to teach rather than simply sanction. Consequences may be appropriate, particularly where behaviour has affected the safety, learning or wellbeing of others, but these will be reasonable, proportionate and related to the behaviour wherever possible.

Children are supported to understand that making a poor choice does not define them. Once an incident has been addressed, repaired and any agreed consequence completed, adults help the child to reset and recognise their next positive choice.

Individual Support Plans

Where a child experiences significant or repeated difficulties in meeting behaviour expectations, a more individualised approach may be required. The class teacher will work with the child, their parents or carers and the Special Educational Needs Coordinator (SENCO), where appropriate, to understand the child's needs and identify effective support.

An individual support plan will identify the child's strengths as well as the areas in which they require additional help. It may include known triggers or barriers, agreed strategies and reasonable adjustments, a small number of achievable goals, staff responsibilities and any identified risks or safety measures.

Support follows an **assess, plan, do, review** approach. This means that we seek to understand the underlying need, agree appropriate strategies, implement these consistently and then evaluate their impact.

Individual plans will normally be reviewed within four to six weeks when first introduced and sooner where there has been a significant or serious incident. As part of the review, staff consider not only whether the child's behaviour has changed, but whether the agreed support has been implemented consistently and whether it has improved the child's safety, participation, relationships and access to learning.

Where school-based support is not sufficient, or where further understanding of a child's needs would be beneficial, we will work with families and seek appropriate specialist advice.

Our aim is to maintain **high expectations alongside high levels of support**, helping every child to develop the skills, confidence and independence they need to succeed at Bramber.

Thinking time and partner classes

Thinking time may take place in the classroom, a shared area or a partner classroom. It is supervised, suited to the child’s needs and usually no more than five minutes. If the child remains distressed, staff seek support and provide a supervised calming response. Every thinking-time break includes follow-up and a supported return.

Class	Partner class
Ducklings	Robins
Robins	Chaffinch
Chaffinch	Robins
Doves	Seagulls
Seagulls	Doves
Kingfisher	Herons
Herons	Kingfisher

The sending adult checks that the receiving adult can supervise and shares any immediate support needs. A child is never sent to an unattended space.

Consequences and Putting Things Right

At Bramber, consequences are used to protect safety and learning, reinforce expectations and help children understand the impact of their actions. They are not intended to shame or humiliate children.

When deciding whether a consequence is appropriate, adults consider what has happened, the seriousness and impact of the behaviour, the child's age and level of understanding, any additional needs or reasonable adjustments and the support that has already been provided. Consequences are reasonable, proportionate and, wherever possible, logically connected to the behaviour.

Possible Consequences and Responses

Depending on the circumstances, a child may be asked to change their position within the classroom or have a brief, supervised reset away from a distraction. Where learning has been missed because of behaviour, the child may be supported to complete this at an appropriate time.

Where a child has damaged or disrupted something, they may be supported to restore equipment, tidy an area or help repair damage where this can be done safely and appropriately. This helps children understand that putting things right can involve actions as well as words.

A relevant privilege may be paused for a short period where there is a clear connection between the behaviour and the privilege. Similarly, a school responsibility or leadership role may be temporarily paused when a child's behaviour is inconsistent with the expectations associated with that role. This decision will be agreed with a senior leader. The child will understand why the role has been paused, how long this will last and what they need to demonstrate for the responsibility to be restored.

Consequences are applied to the children responsible for the behaviour, not a whole class or group for the actions of an individual or small number of children.

Children will always retain access to food, water, toilets, medical care and any agreed support or reasonable adjustments. Where reflection or restorative work takes place during playtime, this may use part of the break but will not routinely remove the whole playtime. Children will continue to have appropriate opportunities for movement and, where necessary, an alternative opportunity for an outdoor break will be provided.

Repairing Harm

When behaviour has affected another person, our priority is to ensure that anyone who has been harmed feels safe and supported. Adults seek to understand what has happened by listening carefully to the children involved, speaking to them separately where appropriate and considering information from adult and child witnesses. Staff distinguish between what has been directly observed and what has been reported.

Once children are calm and ready to reflect, adults support them to understand what happened and consider how the situation can be repaired. Questions are adapted to the child's age, understanding and communication needs and may explore what happened, how the child was feeling, who was affected, what might help to put things right, what could be done differently next time and what support might help them to achieve this.

Repair will look different depending on the situation. It may involve restoring something that has been damaged or disrupted, practising a more appropriate response, completing an agreed restorative action or offering a sincere apology when the child is ready to do so.

Children will not be pressured to apologise, forgive another child or participate in a face-to-face restorative conversation. Joint conversations only take place when adults judge that they are safe, appropriate and likely to be helpful to everyone involved. Restorative approaches do not replace safeguarding procedures, appropriate consequences or protective action where these are required.

Returning to Learning

Following an incident, our aim is to help the child return successfully to learning as soon as it is safe and appropriate to do so. The adult welcomes the child back, ensures that they understand what is expected next and provides any support needed to make a successful start. This might include a reminder or visual prompt, an adjusted first task, adult reassurance or a supported start.

Adults check in with the child following their return and actively recognise positive choices, engagement and progress. Returning to learning represents a fresh start while maintaining any agreed consequence, restorative action or follow-up.

If a child is not yet able to return safely to their usual learning environment, a senior leader will support staff to identify an appropriate supervised alternative.

Removal from the Classroom

Removal from the classroom because of serious or persistent disruption is different from a short calming or regulation break. It is used when remaining in the classroom would significantly disrupt the learning or safety of the child or others, or where other appropriate strategies have not been successful.

Where removal is necessary, a senior leader will agree an appropriate supervised location and the period of removal. The child will continue to have access to meaningful learning and appropriate support and there will be a planned and supported return to their usual classroom.

Parents or carers will be informed on the same day when a child has been formally removed from class because of serious disruption. Where removal is needed repeatedly, staff will review the child's needs, patterns in the behaviour, reasonable adjustments and the effectiveness of the support already in place. Further support or an individual plan will be considered where appropriate.

Throughout this process, our focus remains on **maintaining safety and high expectations while helping children repair harm, learn from what has happened and return successfully to their class community.**

Serious Incidents and Safety

Most behaviour concerns at Bramber can be managed through our usual **Recognise, Respond, Repair, Reset** approach. Occasionally, however, a child may behave in a way that presents a significant risk to themselves or others or requires an immediate response from senior staff.

Serious incidents may include deliberately hurting another child or adult, fighting, making serious threats, discriminatory or prejudicial language or behaviour, deliberately causing significant damage, bullying, or behaviour that seriously disrupts the safety and learning of others.

When a serious incident occurs, the immediate priority is to keep everyone safe. Staff will seek additional help where needed, provide or arrange first aid, involve a member of the Senior Leadership Team (SLT) and ensure that children affected by the incident are supported. The incident will be recorded appropriately and parents or carers will normally be contacted on the same day.

Adults will take time to establish what has happened. Children will be listened to fairly and given an opportunity to explain events in a way that is appropriate to their age, understanding and communication needs. Staff will distinguish between what has been witnessed directly and what has been reported by others.

Any response or consequence will take account of the seriousness of the incident, its impact on others, the child's age and understanding, any additional needs and the support already in place. Following a serious incident, staff will consider whether further support, reasonable adjustments or an individual support plan are needed to reduce the likelihood of the behaviour happening again.

Bullying and Safeguarding

At Bramber, we teach children that everyone has the right to feel safe, included and respected.

Bullying is behaviour that is intended to hurt someone and is **repeated over time**, often involving an **imbalance of power**. It can be physical, verbal, social or online. A single incident may not meet the definition of bullying, but this does not mean that it is acceptable or that it will be ignored. Harmful behaviour will always be taken seriously and responded to appropriately.

Where bullying is suspected or reported, staff will listen to the children involved, investigate carefully and follow the school's Anti-Bullying Policy. Appropriate support will be provided to the child who has experienced the behaviour, alongside work with the child or children responsible to help them understand the impact of their actions and make positive changes. Adults will follow up afterwards to check that the behaviour has stopped and that children feel safe.

Where behaviour raises a safeguarding concern, our safeguarding procedures take priority. Any concern that a child may have experienced abuse, sexual harassment, sexual violence or another form of harm will be reported immediately to the Designated Safeguarding Lead (DSL) or a deputy. Staff will follow the school's Safeguarding and Child Protection Policy and take any further protective action required. Behaviour procedures will never delay action needed to keep a child safe.

Leaving a Supervised Area

If a child leaves the classroom, playground or another supervised area without permission, adults will respond calmly and prioritise safety. Staff will seek additional support so that the child can be supervised safely while appropriate supervision remains in place for the other children.

If a child's whereabouts are unknown, or a child leaves the school site, staff will immediately follow the school's procedures for a missing pupil or emergency situation and senior leaders will be informed.

Following the incident, staff will consider why the child left the area and whether additional support or adjustments are needed to help them remain safe in the future.

Parents/carers will be informed on the same day and as close to the incident as possible.

Physical Intervention

Our first approach is always to prevent situations from escalating through positive relationships, clear routines, appropriate support and calm adult responses.

There may be exceptional circumstances in which a member of staff needs to use physical intervention to keep a child or another person safe. Any physical intervention will be used only when necessary, reasonable and proportionate and for the shortest possible time. **Physical intervention will never be used as a punishment.**

Staff will follow the school's agreed physical intervention procedures and relevant statutory guidance. Staff who are likely to need to use planned physical intervention will receive appropriate training.

Significant incidents involving physical intervention, restraint or seclusion will be recorded in accordance with school procedures and statutory requirements. Parents or carers will normally be informed on the same day. Children and staff involved will be supported following the incident and leaders will review what happened to consider whether any changes to provision, support or risk management are required.

Searches and Confiscation

On rare occasions, it may be necessary to search a child or their belongings or confiscate an item in order to maintain safety. Any search or confiscation will be managed by the headteacher or appropriately authorised staff and carried out in accordance with current Department for Education guidance and the school's safeguarding procedures.

The dignity and wellbeing of the child will remain central to any action taken. School staff will not conduct strip searches. Where police involvement is necessary, appropriate safeguarding oversight and support will be provided.

Suspension and Permanent Exclusion

Suspension or permanent exclusion is reserved for serious incidents or circumstances in which other approaches have not been sufficient to maintain appropriate standards of behaviour and safety.

Only the headteacher, or the acting headteacher in their absence, can suspend or permanently exclude a pupil. Any decision will be made in accordance with current statutory guidance and will take account of the individual circumstances of the child, including any special educational needs, disabilities or other relevant needs.

Permanent exclusion is a last resort.

Children will never be sent home informally as a behaviour sanction. Part-time or reduced timetables will not be used as a disciplinary consequence.

Following a suspension, we will support the child to return positively to school, rebuild relationships and re-engage successfully with learning. A child's return to school will not be dependent on a parent or carer attending a reintegration meeting.

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

Behaviour Beyond the School Gate

Our expectations of being **Respectful and Responsible** extend beyond the school day. Where it is lawful and reasonable to do so, the headteacher may respond to behaviour outside school, including online behaviour, when it affects another member of the school community, creates a risk to a child's safety or wellbeing, or has a significant impact on relationships and behaviour within school.

Where concerns relate primarily to safeguarding, these will be managed through our safeguarding procedures rather than solely as a behaviour matter.

Throughout our response to serious incidents, our priorities remain the same: **to keep children safe, support those who have been affected, help children understand and repair harm, and provide the support needed to make safer and more positive choices in the future.**

Working Together

Positive behaviour is most effectively supported when children, families and school work together. At Bramber, we aim to build open, respectful relationships with families so that successes can be celebrated, concerns can be addressed early and children receive consistent messages about our Bramber Values.

Pupils and Families

Children are supported to understand our expectations, recognise our Bramber Values in action, ask for help when they need it and take increasing responsibility for their choices as they grow through the school. Expectations are always considered in relation to a child's age, understanding and individual needs.

We ask parents and carers to support the school's approach to positive behaviour and our Bramber Values. Families can help us by sharing information that may affect their child's behaviour, wellbeing or ability to learn and by working collaboratively with staff when additional support or an individual plan is needed.

Communication with families should celebrate success as well as address concerns. Staff use everyday conversations, celebratory postcards and other appropriate opportunities to share specific examples of children demonstrating our Bramber Values, making progress or contributing positively to school life.

Where there has been a serious incident, parents or carers will be given clear information about the facts that have been established, their own child's involvement, the school's response and any agreed next steps. Staff will not share confidential information about another child, including details of consequences, additional needs or support provided to them.

If a parent or carer has a concern about behaviour, we encourage them to speak initially with their child's class teacher. Where further discussion is required, the concern can be raised with the headteacher. If a matter remains unresolved, families may use the school's Complaints Policy and Procedure.

To protect all children, families should not approach or challenge another child directly about an incident. We also ask that parent messaging or social media groups are not used to identify individual children, share allegations or attempt to resolve disagreements between children. Concerns should always be brought directly to school so that they can be considered fairly and appropriately.

Recording and Monitoring Behaviour

CPOMS is used to securely record behaviour and safeguarding information that requires monitoring or follow-up.

Not every reminder, redirection or minor behaviour incident needs to be formally recorded. However, staff may choose to make a record where they feel it is important to document an incident or concern.

Staff must record all parent contact relating to behaviour from Stage 4 of our graduated response, repeated concerns requiring further action and significant incidents.

Serious incidents, bullying, discriminatory behaviour, formal removal from the classroom and significant restrictive physical interventions must always be recorded, regardless of the stage of the graduated response at which they occur.

Safeguarding concerns are reported immediately to the DSL or a deputy in accordance with the school's safeguarding procedures. Recording a concern on CPOMS does not replace the need to speak directly to the safeguarding team where immediate action may be required.

Records should be factual and proportionate. Where relevant, they include the context of the incident, what was observed or reported, the child's perspective, support and reasonable adjustments provided, action taken, communication with parents or carers and any required follow-up.

Senior leaders regularly review behaviour information to identify patterns and evaluate the effectiveness of the school's approach. This includes considering whether particular children or groups are experiencing disproportionately high levels of sanctions, removal or other behaviour responses and whether further support or changes to practice are required.

Governors receive appropriate anonymised information to enable them to fulfil their monitoring responsibilities without becoming involved in individual behaviour cases.

Staff Induction, Training and Review

All staff are expected to understand and follow the school's approach to behaviour. New staff, supply teachers and other adults working regularly with children are provided with the essential information they need, including our Bramber Values and expectations, the **Recognise, Respond, Repair, Reset** framework, the six stages of our graduated response, arrangements for seeking senior support and any relevant individual plans or adjustments.

Leaders provide ongoing training and support to promote consistency across the school. Monitoring considers not only the number or type of behaviour incidents but also whether children feel safe, whether adults are responding consistently, whether agreed support is being implemented and whether children are increasingly able to engage positively with learning and school life.

The views and experiences of pupils, staff and parents or carers are considered as part of the ongoing evaluation of our approach.

This policy will be reviewed annually, or earlier where changes to statutory guidance, legislation, school circumstances or monitoring indicate that amendments are required.

Related Policies and Procedures

This policy should be read alongside other relevant school policies and procedures, including those relating to safeguarding and child protection, anti-bullying, special educational needs and disabilities (SEND), equality, online safety, attendance, complaints, physical intervention, educational visits and missing pupils.

Together, these policies support our commitment to ensuring that Bramber is a **safe, inclusive and positive place where children are taught how to make good choices, supported when they find this difficult and recognised for the positive contribution they make to our school community.**

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
- The use of physical or restrictive intervention: positive handling policy

References

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

Dix P. (2021) 'After the Adults Change'

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

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

Education Endowment foundation (2019 'Improving Social and Emotional Learning in Primary Schools'

Education Endowment Foundation (2024) ' Executive Functioning and Behavioural Regulation Commentary'

DfE guidance: Behaviour in schools; Keeping children safe in education; Restrictive interventions including use of reasonable force (effective April 2026); Suspension and permanent exclusion (effective July 2026); Searching, screening and confiscation.

Appendix 1

Executive Functioning Toolkit

Cognitive Flexibility

The ability to adapt thinking or behaviour when something changes, try a different approach and cope when things do not go as expected.

What might we notice?	Strategies to try / add to the toolkit
Finds changes to routines difficult	Give advance warning of changes where possible.
Becomes anxious, upset or stuck when plans change	Use visual countdowns(eg sand timer and first–then / now-next language.
Struggles when an adult, activity or lesson changes	Show changes clearly on the visual timetable.
Finds mistakes or getting something wrong difficult	Model mistakes and teach that they are part of learning. Use the language of Growth Mindset
Repeats an approach that is not working	Prompt: "What else could we try?"
Finds another person's point of view difficult	Talk through alternative possibilities and perspectives.
Struggles to move on from disappointment	Give processing time before expecting a response.
Feels overwhelmed by the unexpected	Clearly identify what is changing and what is staying the same.
Prefers a particular way or order	Use predictable routines and practise small, supported changes.

Useful adult language

"That didn't work yet—what could we try next?"

"Mistakes help us learn."

"Let's look at what is staying the same."

Toolkit ideas

visual timetable

countdown/timer

now-next board

transition warnings

social stories to explain change or any of the scenarios above

Working Memory

The ability to hold information in mind and use it while completing a task: remembering instructions, following a sequence and keeping track of what we are doing.

What might we notice?	Strategies to try / add to the toolkit
Forgets instructions soon after they are given	Give one instruction at a time and check understanding.
Starts but forgets what to do	Keep instructions visible alongside verbal reminders.
Repeatedly asks, "What do I need to do?"	Use visual instruction cards or a task checklist. Peers before Teachers
Remembers the first part but forgets the rest	Break instructions into small, manageable steps.
Loses their place in a multi-step task	Provide a checklist to tick off as they go.
Struggles to retain information while working	Reduce what they need to hold in their head; provide reference prompts.
Appears not to have listened despite attending	Repeat key information without assuming a behaviour issue.
Relies on adults to repeat instructions	Teach the child to check their visual prompt first.
Finds lengthy explanations hard to follow	Combine short verbal instructions with visual cues. Give all children first example/introduction etc to get started.

Useful adult language

"What is the first thing you need to do?"
"Check your steps."
"You don't need to remember it all—where can you look?"
"Tell me the instruction in your own words."
"Finish this step, then check what comes next."

Toolkit ideas

visual instruction cards

tick-off checklists

now-next board

numbered steps

worked examples

key-word prompts

visual timetable

mini whiteboard

task planner

Key principle

Reduce the memory demand rather than repeatedly telling a child to "remember" or "listen". Teach: "I've forgotten what to do, so I know where to look."

Impulse Control

The ability to pause before acting or speaking and choose what to do next. A child may know the expectation but struggle to apply it in the moment.

What might we notice?	Strategies to try / add to the toolkit
Calls out or interrupts	Use a discreet stop-and-think cue. Embed and use Bramber Talk Moves
Acts before hearing the whole instruction	Teach and practise Stop → Think → Act.
Finds waiting or turn-taking difficult	Use a waiting card, timer or traffic-light cue.
Reacts quickly when frustrated	Rehearse a pause strategy: count slowly, breathe or notice body signals.
Grabs resources or moves too soon	Pre-teach expectations immediately before the activity.
Struggles at less structured times	Provide predictable routines and clear visual expectations.
Feels physically restless while waiting	Plan movement opportunities and short reset points.
Recognises afterwards what they should have done	Rehearse an alternative response for next time.
Becomes impulsive when overloaded or distracted	Reduce unnecessary distraction; consider seating and chunk tasks.

Teach and rehearse: Stop → Think → Act

STOP: Pause the action.
THINK: What am I feeling? What are my choices? What could happen?
ACT: Choose a safe, helpful response.

Practise when calm. When a child is dysregulated, offer calm adult support first and reduce verbal demands.

Useful adult language

"Pause first."
"What is your body telling you?"
"Try three slow breaths."
"What could you choose to do?"
"You stopped, waited and put your hand up—that showed self-control."

Toolkit ideas and classroom routines

stop-and-think card

traffic-light cue

waiting card (a visual reminder to not call out / take a breath before responding / take turns)



timer

emotion/body-signal scale

breathing prompt

visual expectations

now-next board

task chunking

Preview changes and pre-teach waiting before transitions or group work. Consider fidgets, flexible seating or structured movement where helpful for the individual child. Notice and name specific moments of successful self-control.

An Executive Function-Friendly Classroom Checklist

Make executive-function support part of everyday teaching and ordinarily available inclusive practice, with additional scaffolds where needed.

Environment

☐ Visual timetable displayed and referred to throughout the day

☐ Calm, uncluttered displays minimise unnecessary distraction

☐ Predictable routines for common parts of the day

☐ Visual instructions and task steps remain visible

☐ Flexible seating or alternative working spaces where appropriate

☐ Resources organised, labelled and easy to find

☐ Changes highlighted in advance where possible

Teaching

☐ Instructions short and chunked into manageable steps

☐ Sufficient processing and thinking time given

☐ Visual supports accompany verbal information

☐ Learning scaffolded, with support gradually reduced when appropriate

☐ Understanding checked beyond "Do you understand?"

☐ Tasks broken into clear, achievable stages

☐ Organisational tools and strategies explicitly taught

☐ Children taught what to do when stuck, encouraging independence

Relationships

☐ Adults co-regulate: offer calm support to help children regulate

☐ Mistakes normalised as part of learning

☐ Children's strengths noticed and recognised

☐ Positive connections with adults and peers prioritised

☐ Belonging actively promoted

☐ Adults curious about the need behind behaviour

☐ Support provided while maintaining appropriate expectations

Remember

Many children struggle when the demands on their executive functions exceed the support available. Reducing unnecessary demands, explicitly teaching strategies and providing effective scaffolds help children succeed and develop independence.

Choose supports with the child, teach their use and review what helps. Fade prompts as independence grows; retain useful tools where they remain needed.

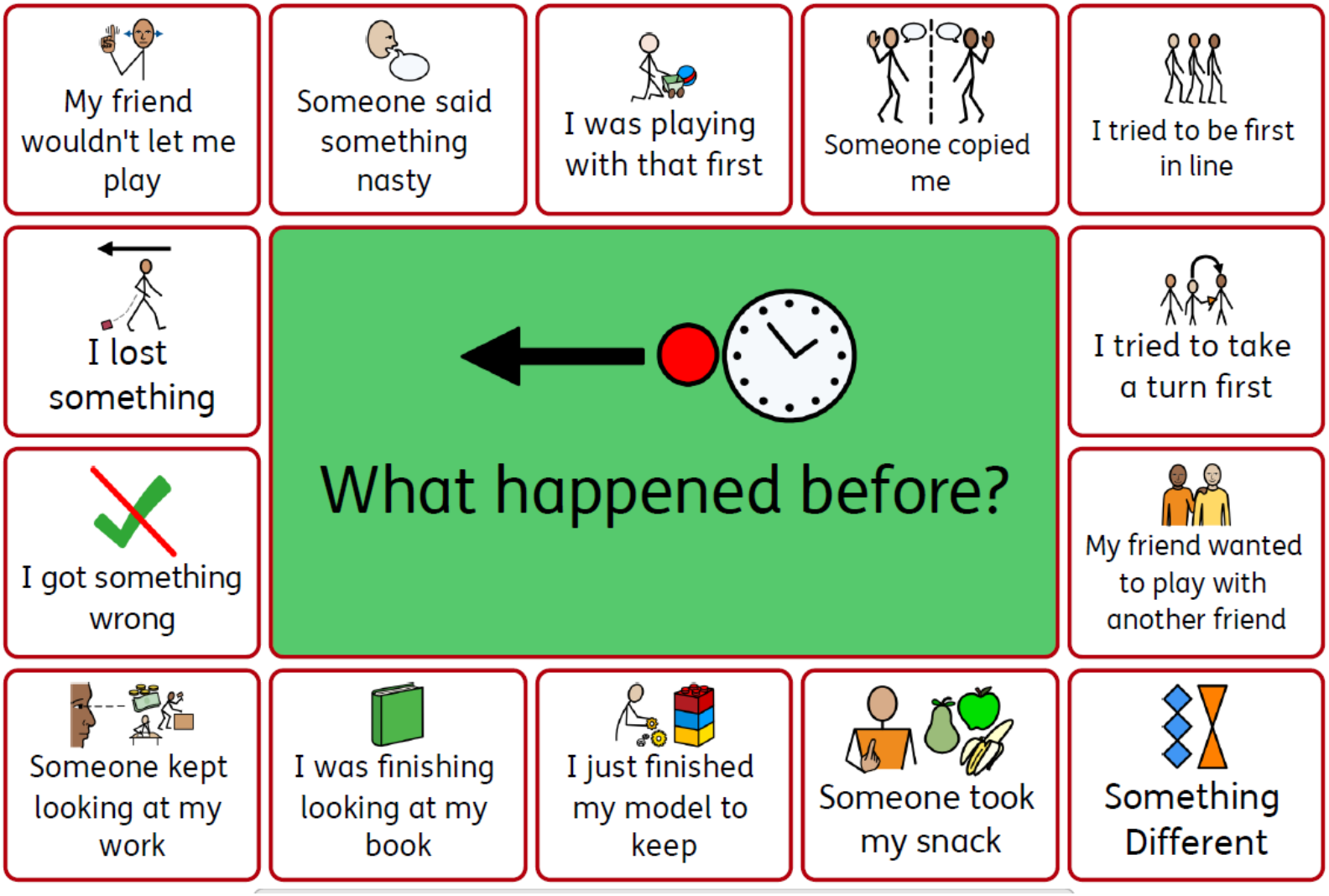
Appendix 2

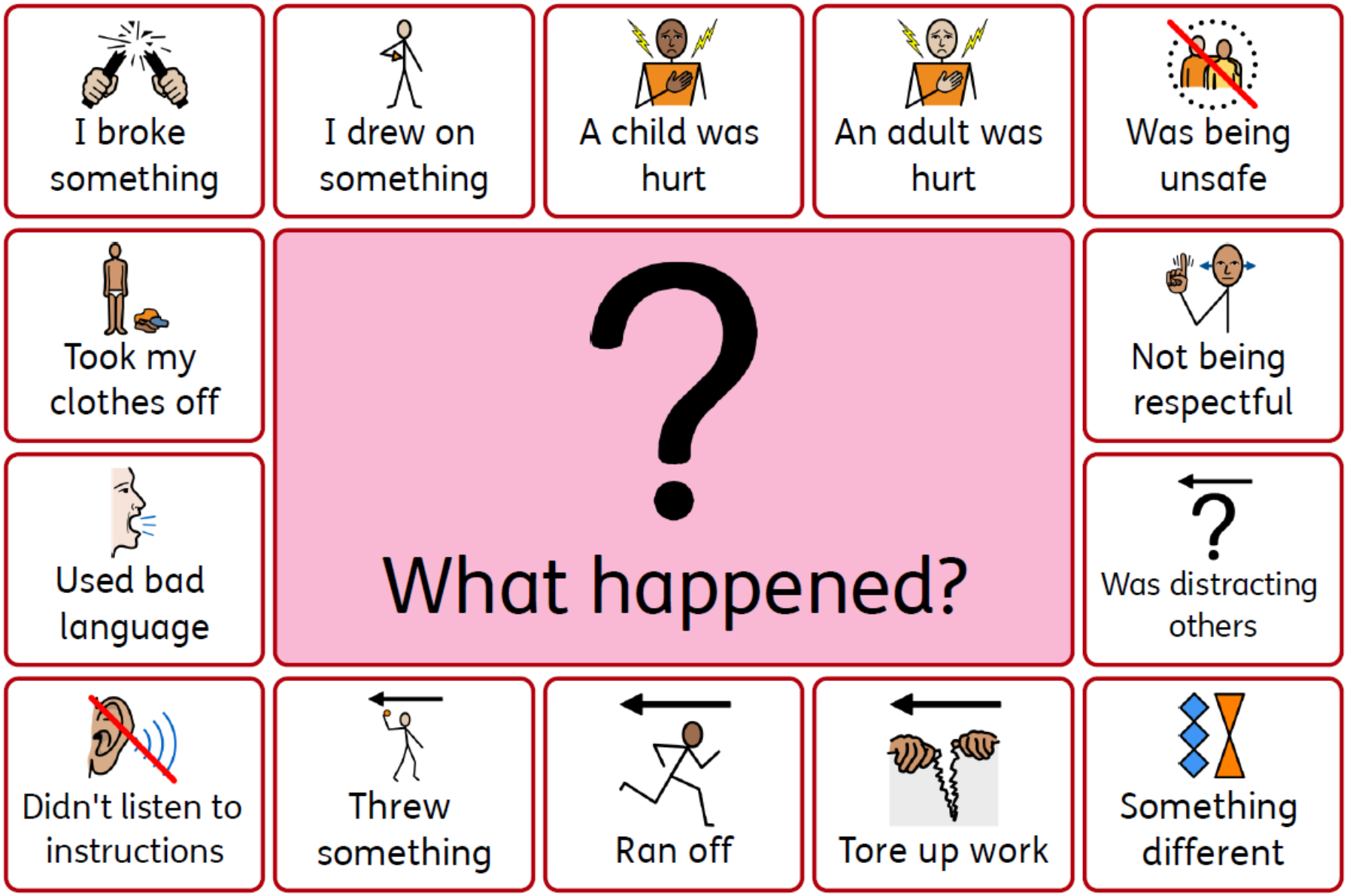
Low-level interventions

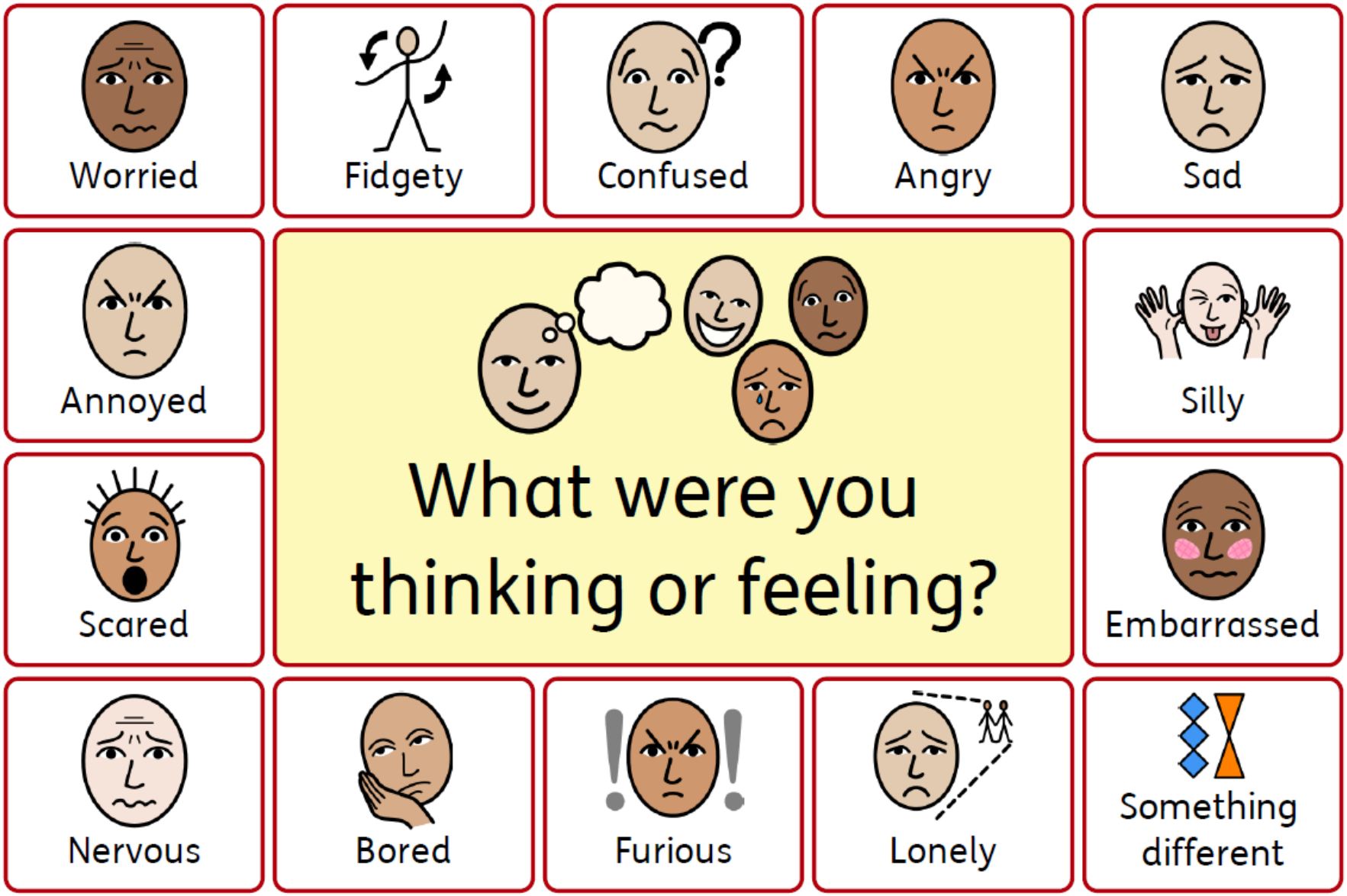
Closed choice – option that's worse – now or break time
Bracket the behaviour – praise children either side of misbehaving child
Pressure of time – keep to what you say, 5 minutes means 5 minutes
Casual question – refocus the child with a general question, use their name
Steady stare – pause and stare (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.'

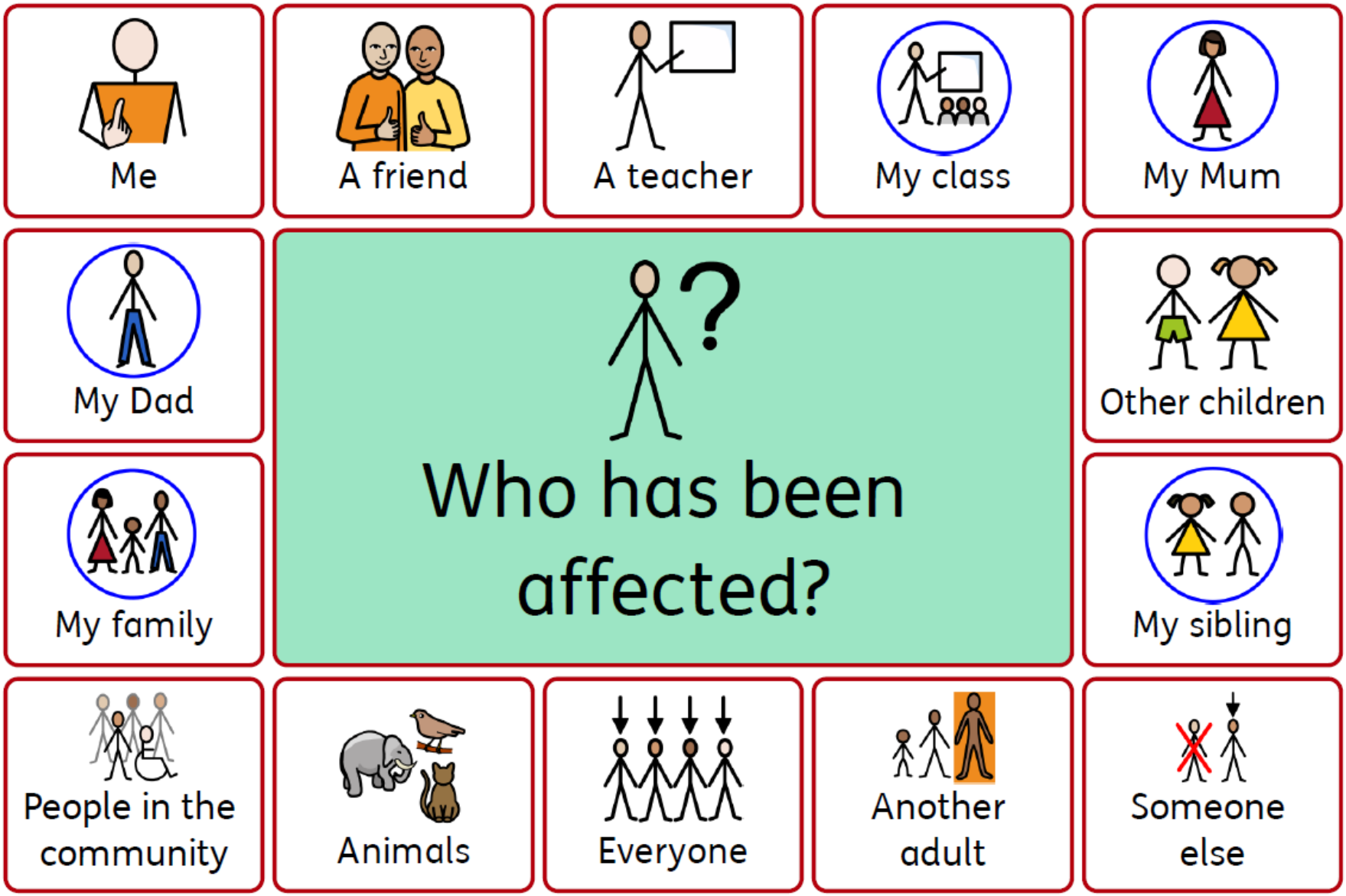
Appendix 3 – Thinking Sheet

Resources to support **children's reflection time.**




I broke something
I drew on something
A child was hurt
An adult was hurt
Was being unsafe
Took my clothes off
?
What happened?
Not being respectful
Used bad language
Was distracting others
Didn't listen to instructions
Threw something
Ran off
Tore up work
Something different

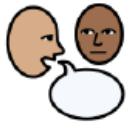

Worried
Fidgety
Confused
Angry
Sad
Annoyed
What were you thinking or feeling?
Silly
Scared
Embarrassed
Nervous
Bored
Furious
Lonely
Something different


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

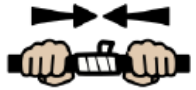
What I could try to put things right


Make a card


Write a letter


Talk to someone


Say sorry

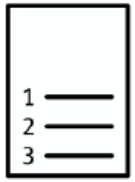

Fix something


Have thinking time


Tidy up


Listen to an apology


Clean something



Make a plan

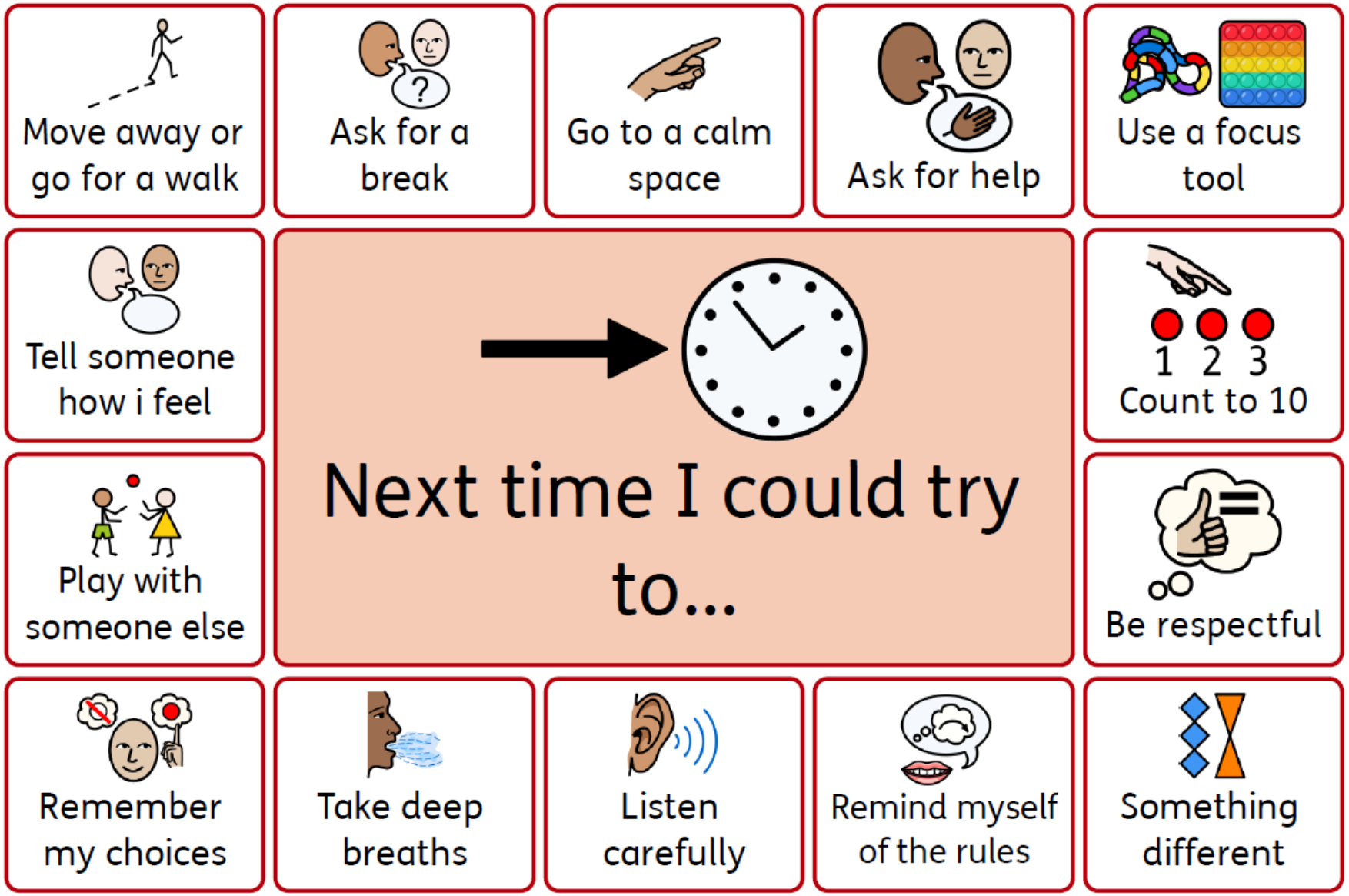

Finish my work


Practice or try again


Hug


Something different


Sad
Sorry
Guilty
Annoyed
Embarrassed
Worried
How do you feel now?
Nervous
Hungry
Tired
Unsure
Calm
Better
Ok
Something different


Move away or go for a walk
Ask for a break
Go to a calm space
Ask for help
Use a focus tool
Tell someone how i feel
Next time I could try to...
1 2 3
Count to 10
Play with someone else
Be respectful
Remember my choices
Take deep breaths
Listen carefully
Remind myself of the rules
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

Appendix 4

Staff Behaviour Quick Guide

BRAMBER PRIMARY SCHOOL

OUR ONE SCHOOL RULE: ALWAYS SHOW OUR BRAMBER VALUES

Belonging • Resilience • Achievement • Make Discoveries • Be Brave and Ambitious • Enjoy Learning • Respectful and Responsible

OUR EVERYDAY APPROACH | RECOGNISE → RESPOND → REPAIR → RESET

1 RECOGNISE

Notice positive behaviour, effort and progress. Link praise to Bramber Values. Recognise quiet successes fairly.

2 RESPOND

Stay calm. State expectations clearly and privately where possible. Give processing time, choices and support. No shouting, sarcasm or threats.

3 REPAIR

When regulated, help children understand impact, take responsibility and put things right. Do not demand immediate apologies.

4 RESET

Welcome children back positively. Notice their next positive step. Agreed consequences and follow-up still apply.

SIX-STAGE GRADUATED RESPONSE | A FRAMEWORK, NOT A COMPULSORY SEQUENCE

1 Reminder	Calm reminder of expectation/Value; use cue or visual and allow time.
2 Private caution	Explain what must change and what happens if it continues; check understanding and support.
3 Thinking time & repair	Brief supervised regulation/reflection (usually no more than 5 minutes); support repair and return.
4 Informal parent contact	Class teacher contacts home when Stage 3 is regularly needed or patterns emerge; record contact.
5 Senior leader support	Teacher and senior leader review patterns, needs, adjustments and impact; involve SENCO/external advice if needed.
6 Formal parent partnership	Teacher, senior leader and family agree written support plan, responsibilities and review date.

CONSEQUENCES, SAFETY, INDIVIDUAL NEEDS & FOLLOW-UP

CONSEQUENCES & INCLUSION

Use reasonable, proportionate consequences linked to behaviour: complete missed learning, repair damage or briefly pause a relevant privilege. Senior leader agreement is needed for leadership roles.

Never sanction a whole group for one child. Preserve food, water, toilets, medical care, adjustments and appropriate breaks.

Consider communication, sensory, emotional and executive-functioning barriers. Follow individual plans; a diagnosis is not required.

SERIOUS INCIDENTS & SAFEGUARDING

Prioritise safety and seek SLT support for serious, unsafe, bullying or discriminatory incidents. Support those affected, record and normally contact parents the same day.

Report safeguarding concerns immediately to the DSL/deputy; CPOMS alone is not enough.

RECORDING, COMMUNICATION & FOLLOW-UP

Record on CPOMS. Write factual accounts; distinguish observed from reported information, and include adjustments, actions and follow-up. Persistent behaviour reaching Stage 3 requires parental contact/intervention.

EVERY ADULT • EVERY SETTING • CALM, CONSISTENT, INCLUSIVE • RELATIONSHIPS FIRST

Appendix 5


Positive Language Makes a Difference
Calm • Respectful • Consistent • Supportive
Our words shape relationships, behaviour and learning.
Instead of...
Language that can feel negative, judgemental or escalate behaviour.
Try...
Positive, calm and supportive language that helps children feel safe, understood and ready to learn.
Attention and redirection
"Stop that."
"Listen to me."
"Remember our expectation ..."
"I need you to ..."
"Thank you for noticing."
Giving choice
"Do as I say."
"If you don't ... then ..."
"You can ... or ..."
"It's your choice."
"Which would help you get back on track?"
Describing behaviour
"You're being naughty."
"That's disrespectful."
"I can see that you are ..."
"That behaviour isn't helpful because ..."
"Let's make a better choice."
Acknowledging feelings
"Calm down."
"You're overreacting."
"I can see that you're feeling ..."
"It's okay to feel ..."
"Let's take a moment to ..."
Reminding of expectations
"You know the rules."
"I've told you before."
"Remember at Bramber we ..."
"Our expectation is ..."
"Let's get back to ..."
Supporting after a mistake
"Why did you do that?"
"What were you thinking?"
"Let's talk about what happened."
"What can we do differently next time?"
"I know you can make a better choice."
Transitions
"Hurry up."
"Stop messing about."
"In a moment we will ..."
"You need to finish ... and then ..."
"Thank you for getting ready."
Positive reinforcement
"Well done, you've finally listened."
"That's better."
"Thank you for ..."
"I noticed you ..."
"That shows our Bramber Value of ..."
Applying consequences
"If you keep doing this ..."
"I'm going to take ... away."
"When ... happens, the consequence is ..."
"Because of ..., you will need to ..."
"Let's think about what we can do differently."
Restoring relationships
"Just say sorry."
"Move on."
"Let's talk about how this has affected others."
"What can we do to put this right?"
"Thank you for taking responsibility."
Kind words ♥ Supportive conversations ♥ Positive outcomes
SAME LANGUAGE • SAME APPROACH • A CALM AND RESPECTFUL COMMUNITY