LOVE, COURAGE & RESPECT

Learning and Achieving Through Love, Courage and Respect

BRIGHSTONE C.E. PRIMARY SCHOOL

Promoting Positive Behaviour Policy

Date Agreed: September 2026
Review Date: September 2027

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	March 2016	KH	FGB	
2	March 2017	JW	S&P	
3	April 2018	BR	S&P	
4	October 2019	MJ	S&P	Update and whole school consultation
5	September 2021	MJ/RL	FGB	Whole school consultation and rewrite
6	October 2023	MJ	FGB	Review
7	July 2024	MJ	FGB	Review + added school “4 rules”
8	September 2025	MJ	FGB	Review
9	September 2026	EG	FGB	Review due to interim leadership

“Learning and Achieving Through Love, Courage and Respect.”

Our Vision Statement

We provide a collaborative and nurturing environment with a supportive Christian ethos where everyone is enabled to flourish and thrive in their own unique way.

Introduction

At Brighstone Primary School, it is our aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school’s behaviour policy is, therefore, designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has clear expectations, but our behaviour policy is not only concerned with rule enforcement. It is a means of promoting positive learning behaviours and relationships, so that people can work together with the common purpose of helping everyone to learn, become good citizens, and positively contribute to society. This policy supports the school community in aiming to allow everyone to work together effectively.

We treat all children fairly and apply the principles of this behaviour policy in a consistent way whilst always considering a child’s individual needs.

This policy aims to help children grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and beyond.

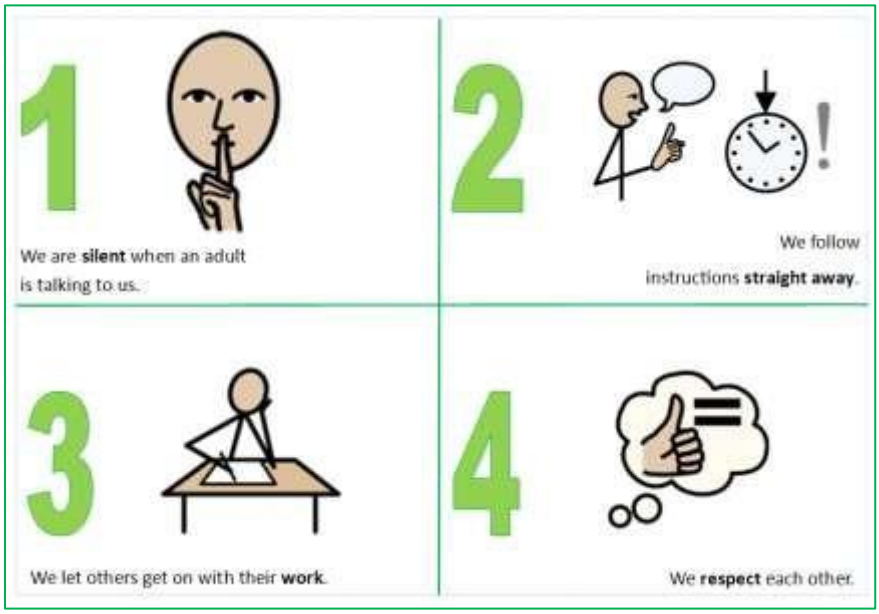
The school recognises and promotes positive behaviour, as it believes that this will develop an ethos of kindness and respect. This policy is designed to encourage positive behaviour, rather than merely deter misbehaviour.

Our aims

- To ensure that the principles of our behaviour policy are rooted in our core Christian values of Love, Courage and Respect.
- To apply the policy in a nurturing, safe environment, enabling effective teaching and learning to take place for all children.
- To reward positive behaviour fairly and in an equitable way.
- To ensure that pupils are supported to self-regulate, to think about how their behaviour affects others and to learn from this.

Our core Christian values of Love, Courage and Respect are at the root of everything we do. Our school behaviour rules are framed around these values. Each class has a Class Charter that is written by the class based on these values.

Our Behaviour Golden Rules are:



The Restorative Approach

At Brighstone CE Aided Primary, we use the Restorative Approach to help improve behaviour and build positive relationships. Seeing the impact of their poor choices enables children to put right the upset that they have caused and supports them to make better choices in the future.

The restorative approach helps children to:

- Resolve disagreements and repair relationships
- Understand how actions and words can make another person feel
- Find a fair and just way to get along
- Seek a way of stopping the same thing from happening again.

At Brighstone Primary School, we understand that time to calm down and regulate is sometimes needed before people are ready to talk. When that time comes, children are encouraged to engage in discussion and answer questions about what happened and how they can put it right.

Visual Comic Strip Conversations may be used where appropriate, to provide further support for children.

<u>Examples of Restorative Approach Questions</u>

What happened?

- Each person shares their side of the story without interrupting each other.

What was happening at the time?

- Each person shares their thoughts without interrupting each other.

How were you feeling?

- Each person shares their feelings without interrupting each other.

Who has been affected by this and how?

- Talk about the other children or adults involved and how they might be feeling.

What do you think needs to happen to make things better?

- Each person shares what they think should happen and come to an agreement.

How are you feeling now?

- Each person shares their feelings without interrupting each other.

To ensure that those who have been making poor behavioural choices can be held accountable, they will be expected to take responsibility for their actions. The consequences, as outlined in this policy, will be followed. As part of our Christian ethos, we will encourage children to apologise for poor behavioural choices and we will also ask whether the wronged person is ready to forgive the person who has caused them upset.

In situations where it is deemed that both parties are responsible for poor behavioural choices, it is recognised that both will need to take responsibility for their actions.

Rewards

At Brighstone Primary School, we believe that children should make positive behaviour choices for intrinsic reasons, as they know that it is the right thing to do. However, we also promote and reinforce positive behaviour (including learning behaviours) in the following ways, while ensuring it is clear what the praise is for, linked to the values and learning behaviours:

- Verbal praise to individuals or whole class
- Physical gesture (e.g. smile, thumbs up, Read Write Inc signals) to individuals or whole class
- Sharing good work with the class, other classes, other members of staff or the headteacher
- Headteacher's or Behaviour Lead's award for exceptional work or kindness
- Reward system for whole class positive behaviour (end of term treat)
- Golden Awards each Friday awarded for positive behaviours, positive learning behaviours or good work (teacher or LSA nominated)
- Sports Bee each Friday awarded for behaviour linked to the school games values (sports coach nominated)
- Bee of the Week award each Friday for positive "bee-haviour" linked to the school values (any member of staff nominated). This child takes home Bobbee (soft toy) for the week
- Sports Day hive points
- Extra break time on a Friday for the best-behaved class

School values: Love, courage and respect
School games values: Passion, belief, respect, honesty, determination and teamwork
Learning behaviours: Independence, collaboration, perseverance and resilience

It is recognised that some children may need further extrinsic motivation than others. This may be age-related, or because of specific learning or behavioural needs. As stated in The Equality Act, 2010: *"Positive Action provisions allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected*

characteristics. Such measures will need to be a proportionate way of achieving the relevant aim."

Positive action is not the same as positive discrimination, which involves preferential treatment for a particular disadvantaged student group that does not meet the positive action conditions.

Individual pastoral support programmes will be in place to support children in the Resourced Provision who may communicate using what may be deemed 'inappropriate behaviours'. This reflects our belief that all behaviour is communication, and that children communicate in different ways.

EYFS

It is recognised that young children starting school will need to be guided and supported through the development of their behavioural responses and self-regulation.

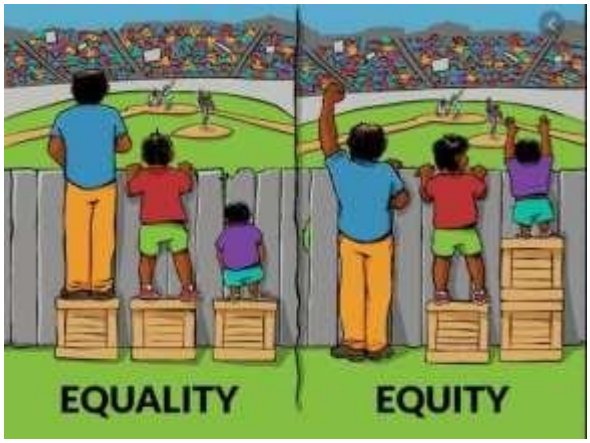
Behaviour management in the Early Years Foundation Stage begins with the EYFS Principles:

- The Unique Child - Every child is unique and their behavioural responses to situations will differ according to their previous experiences and outcomes.
- Positive Relationships – Strong, secure and positive relationships are formed, enabling adults to know the children and respond to their individual needs.
- Enabling Environment – Children are supported to feel safe and respected in a stable, nurturing environment.

This policy takes into account these EYFS principles.

Equity and Equality

Equity and **equality** are two strategies we can use in an effort to produce fairness. **Equality** is treating everyone the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. **Equity** is giving everyone what they need to be successful.



Consequences

In the classroom:

It is imperative that children are given the opportunity to make the right choices, so the following processes are followed if they are finding this difficult:

1. Staff members will set out their behaviour expectations at the beginning of each interaction

e.g. registration, classroom learning, small group work, Collective Worship

2. As much as possible, staff members will use positive phrases in the first instance to acknowledge and highlight those who are making the right choices; e.g.
    a. An adult may use proximal praise, in which they praise a child near to the child who is making poor choices, to encourage that child to mimic the positive behaviour.
    b. A staff member may say "I can see so many children focusing so well on their work", or "Let me see who is listening carefully" to encourage the child/ren who needs a reminder to make the right choices
3. A staff member will move nearer to the child and/or will use a non-verbal approach, such as: a look, a folding of arms, a Makaton sign, touching the table or the removal of an item if it is causing a disruption.
4. A staff member will validate the child's feelings, explain to the child that they appreciate they may be struggling and remind them of the core values. For example: "I understand that this work may be challenging; however, if we use our courage and perseverance, and the six Bs in the classroom, it can help you to understand it."
5. If a child continues to make poor behaviour choices in the classroom, they are given a choice from two options. For example: "You can choose to do your work now, or during your playtime." They will need to give the wasted learning time back during the next break time. This should not be more than 15 minutes as we value the importance of fresh air and exercise for everyone's wellbeing.
6. Occasionally, it may be necessary for a child to continue with their learning in another classroom, or with the headteacher, so that they can concentrate fully and engage with the learning.
7. For poor behaviour choices that do not reflect our school values, reflection time during playtime or lunchtime will be used.

On the playground:

During playtimes and lunchtimes, a team of staff carry out supervision of all children. The same guidelines for behaviour apply.

If a child behaves inappropriately, disregarding our Golden Rules and school values, then:

1. A verbal reminder will be issued by the member of staff.
2. If a second reminder is needed but not heeded, this will result in a five minute 'reflection time' period to calm down; this may be outside on a bench or inside on the chairs outside the headteacher's office. The restorative approach may be used here to discuss their actions.
3. Continued misbehaviour, or a more serious misdemeanor, will result in the child being asked to speak with the Behaviour Lead or the headteacher and they will need to explain their behaviour. The restorative approach will be taken.

Any incidents where a consequence is deemed necessary will be recorded on MyConcern, which is a secure online platform that the school uses to record any safeguarding and behaviour concerns. Parents will be informed if inappropriate behaviour is demonstrated regularly and an improvement is not seen.

Serious misbehaviour

At Brighstone CE Aided Primary School, we do not tolerate the following behaviour choices:

- Harming others through deliberately being unkind with hands, feet or words
- Inappropriate language/swearing
- Being disrespectful to adults
- Refusing to work or preventing others from learning
- Not listening to instructions, including those that could put them or others at risk
- Deliberately damaging school property or equipment
- Bullying (physical, verbal or online)
- Child-on-child abuse as defined by KCSiE 2024
- Any deliberate incidents of discrimination against any of the nine protected characteristics
- Sexual violence, abuse and harassment

If a child deliberately uses any of the above actions, the following procedures will be carried out:

- The child is sent to the Behaviour Lead or headteacher for investigation and spoken with

- Clear consequences will be discussed and implemented
- Parents will be informed of the incident and of any appropriate consequences put in place e.g. loss of playtime, temporary or permanent removal of privileges such as leadership roles (Year 6), attending after-school clubs, representing the school in sports fixtures
- In some cases, the police or Children's Services may need to be involved

If the problem is severe or recurring, then temporary or permanent exclusion procedures are implemented in line with Local Authority procedures (see Exclusion policy).

Parents have the right of appeal to the Governing Body against any decision to exclude.

All serious misbehaviour incidents will be recorded on MyConcern.

Staff

All staff recognise that behaviour is a form of communication. We apply the principles of this policy consistently and fairly whilst taking everything into account and tailoring our approach appropriately; e.g. the child, the situation, the environment, and any additional needs.

Staff model positive behaviour choices by showing respect for everyone. This is modelled through actions and words, including how we treat others and how we own up to our own errors. We carefully consider the language we use and we don't label children, just the behaviour. For example, children are not naughty; they are making a poor or inappropriate choice or have made a mistake.

Staff are enabled to deal with incidents whenever they occur; however, it is recognised that sometimes emotions run high and therefore staff are encouraged to stand back, reflect and identify when they may need further support and advice, including delegation.

Parents and carers

A strong relationship with parents/carers is key to developing and maintaining our high standards of behaviour. All parents and carers are asked to read the home-school expectations document every year.

Other ways parents/carers can help include:

- Recognise the need for a good partnership with school and engaging in a two-way conversation with their child's class teacher
- Reinforce the school's values and learning behaviours with their child
- Discuss the Golden Rules with their child and reinforce where possible
- Attend Parent Consultations
- Understand that effective learning cannot occur without good behaviour, and supporting this

Alternative strategies

Our school behaviour policy works for the vast majority of our children; however, we must always acknowledge that all behaviour is a form of communication and, whilst bearing in mind our school values, we recognise that some children may need some reasonable adjustments for them.

Therefore, it may occasionally be necessary to help children further with regulating their own behaviour. On these occasions, we may use the following:

- Emotion Coaching to help the child identify what they are finding difficult and to help them find ways forwards
- Zones of Regulation intervention
- Individual Behaviour Plan where actions will be agreed and followed by the child, parents and teacher
- ELSA intervention to help the child to regulate their emotions
- Bespoke pastoral support for the child and family
- Early Help for the family
- Involving other agencies, such as Barnardo's, Youth Trust, CAMHS, MHSTs, Virtual School, Police

It is important to us here at Brighstone that poor behavioural choices are noted through these procedures and consequences; however, we believe that, in an ethos of love and courage and respect, each child will have 'clean slate' and a fresh start after the poor behaviour choices have been addressed. However, this does not negate the need to learn from behaviours.

Intervention

The legal provisions (the DfE guidance 'Use of Reasonable Force', copies of which are available from the school office or from DfE website) provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. If a member of staff requires further support, then they are asked to immediately contact the Behaviour Lead or the headteacher.

The child will be taken to the Behaviour Lead or the headteacher, who will contact the child's

parents/carers.

An account will be recorded on MyConcern and the situation discussed with the Behaviour Lead and headteacher, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, the REST team, Pupil Referral Service, etc.

Pupils' conduct outside of school

When undertaking a school visit during school hours, or when carrying out online activities during or outside or school hours, our Behaviour Policy will be applied. When pupils are travelling to and from school, the same high standards of behaviour are expected. The consequences outlined in this policy will apply in all cases.

Screening, searching and confiscation

The headteacher, and staff authorised by them, have a statutory power to search pupils or their possessions without consent where they suspect the pupil has certain prohibited items. Staff can confiscate any item that they consider harmful or detrimental to school discipline. Any confiscated item will be kept securely in the school office and the parents/carers will be contacted for collection. If it is a harmful or dangerous item, the police may be called.

Supporting policies and guidance

Please refer to the following policies to be considered in conjunction with this policy:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Exclusion Policy
- Home-School Expectations
- E-Safety Policy
- DfE 'Use of Reasonable Force'
- DfE 'Searching, Screening and Confiscation'
- Online Safety Policy

Reviewed by staff: September 2026

Consulted with parents: September 202

Last reviewed and updated to reflect current practice by behaviour lead and headteacher: September 2026