



Bramham and Shadwell Federation

Behaviour Policy and Statement of Behaviour Principles

Signed: _____

Chair of Governors

Adopted by the Full Governing Body

July 2023

Statutory Policy

Date to be reviewed: July 2025

Signed: _____

Chair of Governors



Inspiring Inclusive Community

Contents

1. Aims
2. Legislation and statutory requirements
3. School expectations of behaviour throughout the Federation
4. Bullying
5. Roles and responsibilities
6. Pupil code of conduct
7. Rewards
8. Sanctions (consequence)
9. Behaviour management
10. Pupil transition
11. Training
12. Monitoring
13. Links to other policies

Appendix 1: Written statement of Behaviour Principles

Appendix 2: Behaviour for learning expectations

Appendix 3: Restrictive physical intervention form

Appendix 4: Zones of Regulation Parent information

1. Aims

At Bramham and Shadwell Federation we believe good behaviour is essential for successful teaching and effective learning. We approach behaviour positively and in doing so strive to create an inclusive, happy, caring school environment where everyone feels safe, valued and respected.

We set high expectations and have clear, simple rules that are intended to cover the children's behaviour towards peers and adults enabling us to uphold our school vision and core values of **C.A.R.E.**

C – Confidence

A - Acceptance

R – Resilience

E – Empathy

This policy applies throughout our school day including break times, lunchtimes and extra-curricular clubs and activities.

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what is considered to be unacceptable behaviour.
- Summarise roles and responsibilities of people in our school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

2. Legislation and statutory requirements

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

[Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Searching, screening and confiscation \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)

[Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

In addition, this policy is based on;

- Section 175 of the [Education Act 2002 \(legislation.gov.uk\)](http://legislation.gov.uk), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Section 88-94 of the [Education and Inspections Act 2006 \(legislation.gov.uk\)](http://legislation.gov.uk), which requires schools to regulate pupils' behaviour and publish a behaviour policy and

written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

- [What maintained schools must publish online - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

3. School rules and expectations of behaviour throughout the Federation

Our Behaviour Policy is built around our whole school rules and our expectations for behaviour for learning.

The school rules and expectations for learning were written in collaboration with the children and staff.

School expectations: THE BEST

Teamwork – we work together to achieve.

Honesty – we tell the truth and take responsibility.

Engage – we listen, try our hardest, we don't give up and we make good choices.

Believe – we believe in you, believe in yourself.

Empathy – we look out for everyone.

Safety – we use kind hands, kind words and kind actions.

Trust – there is always someone to support and listen.

Behaviour for learning expectations

The behaviour for learning expectations are represented in two age appropriate tables as shown below (appendix 2).

These expectations are designed to support children in recognising how their behaviour impacts upon their learning and the learning of others.

Behaviour for Learning Expectations

	EYFS/ KS1	KS2
1	Children regularly show disruptive behaviours that impact their own learning and the learning of others.	Children regularly show disruptive behaviour which has a negative impact on their learning and the learning of others. They are unmotivated and disengaged within their learning environment.
2	Children are unfocused and not always on task.	Children are unfocused which negatively impacts their own learning.
3	Children are focussed on their learning, they listen and have a go at most tasks.	Children are focussed on their learning, showing active listening, active thinking and are engaged in most tasks.
4	Children are exceptional in their learning. They are always listening, always ready to learning and always trying their best both in and out of the classroom.	Children are exceptional in their learning. They are always engaged and ready to learn. They are exceptional role models to everyone in school.

4. Bullying

Bullying is defined;

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DfE July 2017)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.

(Definition taken from StopBullying.gov)

Bullying can include, but is not limited to:

- Physical
- Emotional
- Verbal
- Cyber or social media bullying
- Prejudice based and discriminatory
- Racial
- Sexual
- Homophobic
- Transphobic

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy which is available on the school website.

5. Roles and Responsibilities

The Governing Board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

Head Teacher

The Head Teacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head Teacher will approve this policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff implement this policy to ensure rewards and sanctions are applied consistently.

The Head Teacher will monitor behaviour incidents recorded on Provision Map.

Staff

All staff are responsible for:

- Implementing the behaviour policy consistently.
- Greeting the children every morning.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents on Provision Map.
- Discuss behavioural concerns with parents if consequence level is reached. For families where parents are separated this will be discussed with the parent that the child is staying with that particular day.

Parents

Parents are expected to:

- Encourage and support their child to follow the whole school expectations of 'THE BEST'.
- Inform the school of any changes in circumstance that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher and work with school to teach your child that certain behaviour is unacceptable and will not be tolerated.
- Work with school to educate your child about differences between people and consider how that may affect a particular situation/ outcome.
- Parents who are separated, where possible will share any information passed from school to the other parent so that they are aware of any behavioural concerns in school.

6. Pupil code of conduct

With support where necessary, pupils are expected to understand and respect the behaviour expectations shared across school. They are encouraged to manage their own behaviour positively and make the right choices in accordance with 'THE BEST' expectations. Pupils will sign the code of conduct at the start of each academic year – this will be displayed in classes.

7. Rewards

We recognise that praise, encouragement and consistency are most effective in promoting and maintaining exemplary behaviour. To encourage our children to achieve 'THE BEST' expected levels of good behaviour we use a variety of rewards throughout school.

- House Points
- Positive praise and encouragement
- Stickers
- Silver/ gold certificates linked to their class reward chart
- Whole class target and reward
- Certificate of appreciation
- Postcard home

8. Sanctions (consequence)

Although the majority of our pupils will meet expectations, there will be occasions when pupils make poor choices. Just as we reward good behaviour it is important that children understand there are consequences to poor choices.

Staff will ensure that pupils have the opportunity to correct their behaviour themselves before a consequence is given. This will be done by giving a range of verbal and non-verbal strategies to address the behaviour. These may include:

- Praise for what is going well and redirecting.
- Praising a pupil who is making a good choice.
- A disapproving look or non-verbal signal.

If the behaviour continues the member of staff will follow the **Ask Tell Consequence** approach.

First - **Ask** the child to stop/ correct their behaviour.

Second - **Tell** the child to stop/ correct their behaviour.

Third – **Consequence**. Explain to the child because of their chosen behaviour there will be a consequence.

Consequences could include

- Moving to another table/ spot on carpet/ away from the classroom.
- Part or whole playtime loss with restorative discussion.

The sanction of playtime loss enables children to spend time with an adult, reflecting upon their behaviour and engaging in restorative practice. The aim is for children to gain a better understanding of their behaviour and to avoid a repetition of negative actions.

The children will be encouraged to self-regulate using the Zones of Regulation (appendix 4)

Staff will use their professional judgement to decide if an immediate sanction is deemed necessary where extreme behaviour is demonstrated.

Consequences should match the level of wrongdoing, be approached fairly and support children in making the right choices in the future. The following quotes were taken from the school council, the children believe that;

'We need consequences so children can learn from their mistake and make the right choice next time.'

'Consequences help us learn from mistakes'.

'We need consequences because people need to be able to tell the difference between right and wrong'.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as school trips.

9. Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Staff will:

- Create and maintain a stimulating environment that engages pupils
- Follow, promote and display our vision and core values of CARE and schools expectations
- Develop positive relationship with pupils
- Establish clear routines
- Communicate expectations of behaviour
- Highlight and promote good behaviour
- Promote good manners and mutual respect
- Conclude the day positively and start the next day afresh
- Address low-level disruption promptly
- Use positive reinforcement

Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible and using approved Team Teach techniques
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents on a Restrictive physical Intervention form (appendix 3) and on the school's recording system Provision Map.

Confiscation

Any prohibited items found in pupils' possession (dangerous or illegal items) will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline.

These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from appropriate external agencies. We will work with parents to create the plan and review it on a regular basis.

Exclusion

Any very serious incident will by-pass the sanction system. Please see the exclusion policy for more information.

10. Transition

All children can find transitions difficult at times and we are mindful of the need to support our pupils as they enter Reception, change year group or Key Stage and prepare for Year 7. For children with specific needs, transitions can trigger change in behaviour. The Federation knows its pupils well and implements preparation for change and planned support which can enable pupils to move through these transitions more easily.

11. Training

Policies and practice regarding behaviour management and whole school strategies are shared with staff as part of their induction.

Behaviour management is part of our continuing professional development.

12. Monitoring

This policy will be reviewed by the Head Teacher and full governing body every two years.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every two years.

13. Links to other policies

This policy should be read in conjunction with;

- Anti-bullying policy
- Safeguarding policy
- SEND policy
- Exclusion policy

Appendix 1



Bramham Shadwell Federation



Written Statement of Behaviour Principles

Approved by the Governing Body: February 2025

Next due for review on February 2026

The Education and Inspections Act 2006 and DfE guidance document for governing bodies (Behaviour and Discipline in Schools, 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour.

Introduction:

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher.

The Governors at Bramham and Shadwell Federation, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

At Bramham and Shadwell Federation, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Head teacher in drawing up the Behaviour Policy by stating the principles the Governors expect to be followed. The Head teacher has a duty to publish the statement on the school website.

The Head teacher will continue to review the Behaviour Policy as and when necessary, with reference to the DfE guidance document Behaviour and Discipline in Schools (Advice for Head teachers and School Staff, January 2016)

The Governors and Head teacher will endeavour to endorse the whole Federation ethos of 'Inspiring, inclusive community' and will seek to promote this in every given circumstance and when making decisions for the children and the Federation. The Head teacher will share and promote the mission statement, aims and values in line and in accordance with this Statement of Principles and will seek to update and amend the mission as appropriate and with the support and opinion of the children.

Inspiring, Inclusive Community

Our Ethos

Within our Federation we work together as a school community to create a **calm, positive** and **respectful** environment which is a safe place where confident, respectful, happy children thrive and are nurtured in our inspiring, inclusive community.

Our vision is to be an inspiring, inclusive community.

At Bramham and Shadwell Federation we believe that children need to be nurtured and supported to develop academically, socially and emotionally. We work with our families, and wider community, to prepare all children to be ready to make the most of the opportunities that life will bring them. We thrive on a culture of caring and **high expectations** for children, our staff and families. Our four core values of confidence, acceptance, resilience and empathy (C.A.R.E), are the foundations of our inspiring, inclusive community.

Inspiring

We create a curriculum and learning environment which inspires all children to become **the best** young people they can be.

Inclusive

We actively **teach** our children about difference and diversity. This means they can begin to understand and value their own uniqueness as well as that of others and take responsibility for their actions within our community.

Community

We provide children with the opportunities to become active participants in our community so that, as they grow, they begin to understand the local, regional and global communities in which they are living.

Principles:

- All children, staff and visitors have the right to feel safe, valued and respected and to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination
- Children are at the heart of everything we do, including our behavioural expectations
- Staff and volunteers set an excellent example to pupils at all times
- The behaviour policy is understood by everyone and applied consistently
- Rewards are fairly applied to celebrate and encourage positive behaviour
- Sanctions are implemented fairly and consistently and their impact is monitored; discretion is applied with regard to the age and level of the child's understanding. Support and a restorative approach is always provided.
- Pupils are openly encouraged to support one another as they learn and grow
- Pupils are helped to take responsibility for their actions
- Exclusions, particularly those that are permanent, must only be used as the very last resort

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- The Governors expect the Head teacher to include guidance and clarification for staff on their powers to search (for banned items), the use of reasonable force (make physical contact with children), and the discipline of pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
 - Taking part in school organised or related activity
 - Travelling to or from school
 - Wearing school uniform or in some other way identifiable as a pupil



Appendix 2

Behaviour for Learning Expectations

	EYFS/ KS1	KS2
1	Children regularly show disruptive behaviours that impact their own learning and the learning of others.	Children regularly show disruptive behaviour which has a negative impact on their learning and the learning of others. They are unmotivated and disengaged within their learning environment.
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Appendix 3

Restrictive Physical Intervention Report

Seen by Head:		Date:		Log Book No:	
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Basic information

Name of Child		Year Group:	
Date:		Time:	
Place:		Length of restraint: :	

Names of staff involved:

Names of witnesses:

Reason for intervention: to prevent a pupil from doing or continuing to do;

Committing a criminal offence		Damage to property	
Injury to themselves or others		Behaviour prejudicial to maintaining good order and discipline	

Describe the lead up to the incident/behaviour

De-escalation Techniques Used and Effectiveness (1 not effective – 10 effective)

Verbal Advice & Support		Humour		Distraction	
Reassurance		Options Offered/choices		Step Away	
Calm Talking		Time out Offered		Time out Directed	
Non Threatening Body Language		Other (Please specify) i.e. blue room			

Details of the incident:

<div></div>

Form of physical control

One person techniques	Two person techniques
Caring C guide <input type="checkbox"/>	Single elbow <input type="checkbox"/>
Double elbow <input type="checkbox"/>	Figure of Four <input type="checkbox"/>
Half-shield <input type="checkbox"/>	Two person double elbow <input type="checkbox"/>
Other (specify)	Other (Specify)

Injuries/damage caused

Child checked by:					Injury Suffered by Child	Yes		No		
					Treatment Required	Yes		No		
Referred to First Aider		Yes		No		Specify:				
Referred to GP		Hospital								
Parent/Carer informed by		Phone		Letter						
Injury suffered by staff		Yes		No		Damage to Property	Yes		No	
Specify					Details					

Action Taken

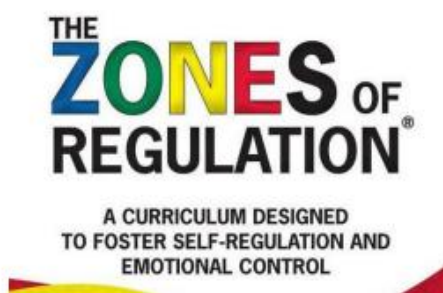
Follow up talk		Phone call to parent/guardian		Letter to parent/guardian	
Complete work missed		Referred to Police		Exclusion	
Returned to Class		Other Sanction			

Child’s view of incident and use of restraint

Staff signature	Date
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Appendix 4



A Parents' Guide to the Zones of Regulation

The Zones of Regulation is an intervention which helps children to manage difficult emotions.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school.

The Zones of Regulation aims to teach children strategies to help them to identify their emotions and cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At Bramham and Shadwell Primary Schools we want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

Using the Zones of Regulation as a framework, we aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, enabling them to develop empathy for others.
- Develop an insight into what might make them move into different Zones.
- Understanding that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem solving skills and resilience.
- Identify a range of calming and alerting strategies that support them. This is known as their personal 'tool kit'.

What are the different Zones?

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The Blue Zone – used to describe low states of alertness. For example, sad, tired, sick or bored. (The body/brain is moving sluggishly).

The Green Zone – used to describe a regulated state of alertness. For example, feeling calm, happy, focussed or content. This Zone is generally needed for school work, being social and ready to learn. (It shows control)

The Yellow Zone – used to describe a heightened state of alertness, but with some control. For example, stress, frustration, anxiety, excitement, silliness, nervousness, confusion, being fidgety or sensory seeking. (This person is starting to lose control)

The Red Zone – used to describe extremely heightened states of alertness of very intense feelings. For example, anger, rage, explosive behaviour, panic or terror. (This person is not in control of one's body).

Important note: No Zone is 'bad' and we all experience them at one time or another. It is important to validate all emotions, and we should be helping our children to identify these emotions.

Tools and Strategies for Regulation



Blue Zone



Blue Zone Tool examples:

- Talk to a trusted person
- Breathing exercises
- Take a break
- Go for a walk
- Physical activity – jumping, bouncing, swinging

Green Zone



Green Zone Tool examples:

- Think about the strategies that you or your child uses to maintain your happiness, alertness and calmness.
- This may include the activities mentioned above, and also pay attention the environment your child is in – is it safe, calm and enabling of engagement?

I can do these things



Yellow Zone



Yellow Zone Tool examples:

- When you see your child starting to become heightened, fidgety, over excited or unfocused – try to introduce the following calming strategies to prevent escalation into the Red Zone.



Red Zone Tool examples:

Once in the Red Zone, your child will more than likely need to be removed from the situation/ setting, and would be encouraged to go to an environment that is calming and safe. Minimise your language when your child is in the Red Zone – be clear, concise and calm in your tone.

- Calming strategies could include;
- Deep breathing
- Sensory activities – using sensory aids and tools such as stress balls.

- Taking a walk in a quiet place.
- Going to a quiet/ calming area – tent.



Use this blank toolbox to create strategies for at home. Feel free to print a copy or request one from school.

[illegible]