

Brookfields Primary School



**BROOKFIELDS
PRIMARY SCHOOL**



Behaviour for Learning Policy

Responsible Person: Headteacher

Date: September 2025 **Status:** FINAL **Review by:** September 2026

This policy defines the entitlement of all pupils to be able to access the curriculum and their inclusion within the school community. For these reasons this Behaviour for Learning Policy relates to the other policies dealing with issues of equal opportunity and inclusion such as, special educational needs, race and ethnicity, gender, anti-bullying.

'The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty.' (Paul Dix 2017)

Rationale

Brookfields Primary seeks to create an environment in the school which encourages and reinforces good behaviour and promotes a positive attitude to learning. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. Children and young people develop into responsible learners through living in a school ethos, in which the rights and dignity of each individual is recognised and actively promoted.

Good behaviour is the collective responsibility of every adult within the school and therefore everyone working within the school must take responsibility for good discipline.

The school curriculum is planned so that the development of personal qualities and social skills and the fostering of socially acceptable behaviour form an integral part of all that we do. We endeavour to instil self-discipline and responsibility for the well-being of others in all our learners.

Our Principles at Brookfields Primary School as part of Create Partnership Trust:

RESPECT:

All members of our school community are treated with unconditional respect which is not affected or influenced by past experiences or current behaviour. Our high expectations are maintained at all times.

RIGHTS:

All members of our school community have the right to feel safe, learn, achieve and be respected

RESPONSIBILITIES:

All members of our school community have the responsibility to treat others with respect, to support others in their learning and to celebrate all achievements

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ROUTINES:

Good routines promote good behaviour and enable good learning. All staff and pupils are coached in the school routines and expected to adhere to them at all times.

At Brookfields Primary School we aim to:

- **Ensure that excellent behaviour is a minimum expectation for all.**
- Create a culture of exceptionally good behaviour: for learning, for community, for life.
- Ensure that all learners are treated fairly, shown respect, and to promote good relationships.
- Refuse to give learners attention and importance for poor conduct.
- Help learners take control over their behaviour and be responsible for the consequences of it.
- Build a respectful community which values kindness, care, good humour, good temper and empathy for others.
- Promote community cohesion through improved relationships.

Within our consistent culture of excellent behaviour management, our staff will ensure:

- Consistent language and consistent response, referring to the agreement made between staff and learners, with simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up, ensuring certainly at classroom and SLT level, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement, with routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences which are defined and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple expectations promoting appropriate behaviours.
- Consistent respect from the adults: even in the face of disrespectful learners.
- That they demonstrate consistent levels of emotional control i.e. to model and not just teach.
- Consistently reinforced routines for behaviour around the site.
- A consistent environment which displays our core values.
- That we consistently develop and share our 'class charters' at the beginning of each school year, and refer to them each week within circle-time and/or worship.

'Consistency lies in the behaviour of adults and not simply in the application of procedure.'

(Paul Dix, 2017)

All staff will

- **Meet and greet** at the door.
- Refer to **'Ready, Respectful, Safe'** as our school rules.
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use an approach that **recognises positive behaviour** throughout the day.
- Be **calm** and give 'take up time' when going through the seven step approach. Prevent before sanctions.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore**, or walk past, learners who are behaving badly

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Senior leaders

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

Senior leaders will

- Meet and greet learners at the beginning of the day.
- Be a daily visible presence around the site and especially at change-over time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school-wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Parents/Carers will be expected to:

- Be an equal partner in supporting their child to maintain the highest standards of personal conduct
- If necessary, be involved with school staff and external partners to manage poor conduct and explore further supportive interventions.
- Inform the Head Teacher of any circumstance which may require a certain response, such as physical control or restraint of a pupil.

Our consistent approach

We aim to ensure that every child has the opportunity to experience success and gain 'rewards' dependant on the age, need and choice of each child. (Appendix 1) There are many options to achieve this and they may include:-

General rewards

Non-verbal praise: smiles, thumbs up etc.

Verbal praise and thanks; there should be a ratio of three positives to one negative and a range from a

- 'word in the ear' to 'public' recognition in class or assembly,
- House points (max 5 at a time)
- name on the recognition board,
- Monthly awards/nominations – newsletter publication
- Tweets
- Praise postcard or note
- Phone call home
- E-mail/text 'well done'
- Hot chocolate Thursday invite

Display; work should be presented in such a way to celebrate success, either in terms of quality or quantity.

Marking and verbal feedback; this should be used to build on success and comments should encourage further effort

Privileges (jobs) these should be used to reward each child as appropriate.

Above and beyond

At the heart of our behaviour management is recognising those children who go '**above and beyond**' our high expectations.

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We believe that 'it is not what you give, but the way that you give it that counts.' For some children, this means a quiet word of personal praise, for others it is praising in public. The use of praise is key to developing positive relationships, including with those learners who are hardest to reach.

Recognition and rewards for effort:

Classroom level:

- Personal praise/proximity praise
- 'Phone call/positive notes home
- Termly Star

School level – all the above, plus:

- Star of the Week
- Hot Chocolate Thursday
- Head Teacher's award award

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will always deliver sanctions calmly and with care. It is in nobody's interests to confront poor behaviour with anger.

We use a seven-step approach to manage and modify behaviour that does not reflect our **Ready, Respectful, Safe** expectations. See appendix 2

Steps	Actions
1. Praise	Praise children sitting nearby who are showing the appropriate behaviour (gentle encouragement, a 'nudge' in the right direction)
2. Non-verbal communication	Shaking head, a firm glance etc
3. Visual/verbal warning	Visual 'Warning'- a yellow post-it onto whiteboard while looking at child. Restorative discussion had when appropriate. A quiet reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Learners will be reminded of their previous good conduct to prove that they can make good choices. This stays in place for the morning or afternoon session.
4. Time Out (recorded on CPOMS)	'Thinking Time' 5 minutes off their playtime that day (EYFS and KS1) 10 minutes (KS2) and record on CPOMS. A Restorative conversation must occur in this time.
5. Internal support (recorded in the red book and on CPOMS)	<p>Repeated poor choice =consequence</p> <p>If the behaviour does not improve, the child could:-</p> <ul style="list-style-type: none"> • Be internally referred to the classroom next door/to hold the hand of the MDA/adult on duty for a set period of time. • Lose some free time • Lose privileges e.g. responsibility • Have to write an apology <p>A restorative meeting should take place before the next lesson/session/day – 5 minutes at playtime – in the classroom, on the playground or in SLT room.</p> <p>Parents/carers to be informed of any stage 5 given preferably face to face or by phoner if not possible.</p>

6. Immediate response	<p>When certain gross misbehaviour has occurred, an immediate response is necessary, such as:-</p> <ul style="list-style-type: none"> • Serious fighting • Bullying • Derogatory behaviour such as racist, homophobic or non-inclusive • Bad language directed at an adult • Defiance • Damaging property <p>In these cases, the incident will immediately be escalated to the on call behaviour SLT member. This MUST be recorded on CPOMS and a letter will go home to parents.</p>
	<i>Very occasionally a child is unable to recognise the normal boundaries of behaviour expected by our school and they are extremely unhappy, angry or suffering from low self-esteem. In such cases the child will be seen initially by the Learning Mentor.</i>
7. Formal Meeting	Within a half term, if there have been two internal support sessions recorded on CPOMS, then a supportive meeting with the class teacher, learner, parents/carers and a member of SLT will be held.

Continued Difficulties:

Where a child is repeatedly struggling with managing their behaviour, this child will be referred to the Pastoral Manager for more intensive support and monitoring.

Step 1: Tracking sheets – these sheets are designed to focus the child on 3 specific targets and the class teacher assess them at each session. These sheets are private to the child. They bring the sheets to the Pastoral manager/SLT at break time, lunch and home time. Parents Notified.

Step 2: If after a tracking sheet support, the child's behaviour does not improve, a more formalised plan will be developed. We follow the BEACON behaviour 3-step behaviour support plan process. At each stage, the class teacher, pupil and parents are involved in identifying the targets and what success looks like. These are reviewed at a set point and either the plan will be stepped down or up.

Step 3: Where continued challenges arise, external agency support will be sought to support the pupil manage their behaviour and support the staff to review practice and procedure.

Exclusion

If parents have previously been invited into the school to discuss the unacceptable behaviour of the child, or the adverse behaviour is sufficiently serious, then the Head Teacher would consider excluding the child for a fixed period of time.

Exclusion is a formal step subject to the specific DfE regulations.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

In this eventuality, the Head Teacher would inform the following of their decision to exclude, giving clear reasons;

- Any relevant outside agencies
- Parents/guardians of the child
- CEO
- Area education officer if necessary

On rare occasions, the Head Teacher may decide that a formal process should be activated to remove the child from school **temporarily**. This will be in such cases where the health and safety of children or adults is threatened.

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Where a pupil's continued poor behaviour puts the learning, safety and well-being of pupils and staff at risk, the Head Teacher reserves the right to consider the case against the Permanent Exclusion Criteria, this will always be a last resort after all other avenues have been exhausted. We do not take these decisions lightly. A permanent exclusion will be heard by the Trusts Exclusions and Discipline committee and will be assessed to ensure the school has done all that is reasonably possible. Brookfields Primary buys external support from the local authority to ensure that our processes are rigorous and fair.

Use of reasonable force

In very rare occasions, it may be necessary to have physical contact with the children and use reasonable force. **All staff, based on their professional judgement, have the legal power to use reasonable force.** Such cases may be to control or restrain a child dangerous to others and themselves or who is damaging property. Another would be to intervene in fighting after a refusal to separate or where they refuse to leave an area and are led by the arm out of an area.

All staff will make reasonable adjustments when using reasonable force for children with special educational needs and disabilities.

If such incidents occur and reasonable force has been used, the incident is recorded and a letter will be sent to the parents/carers of the child.

Pupils' conduct outside the school gates- teachers' powers

The law allows:-

- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such as is reasonable'.

The school may discipline a child for any misbehaviour when the child is:-

- Taking part in any school-organised activity or school related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school depending on the incident

This policy has been discussed and agreed by all members of the teaching and support staff.

Date: Bernadette O'Rourke

Resources used to Create the policy:

<https://pivotaleducation.com/about/behaviour-management/>

<https://pivotaleducation.com/about/behaviour-management/>

Appendix 1

Brookfields Primary School Expectations of Behaviour of **everyone**.

All our staff adhere to:-

- **Clean slate syndrome**
 - Past behaviours are gone
 - Rub it out – don't rub it in
 - Every hour is a new hour
 - Every day is a new day
 - Look forward do not look back
- **Respecting our children**
 - **THEY ARE LEARNING**
 - WE MUST MODEL THE BEHAVIOURS WE WANT TO SEE FROM THEM
 - Kind Eyes
 - Unconditional Positive Regard – mindset
 - Warmth to the child
 - A one-size fits all – kindness
 - Every hour is a new hour
 - We don't hold grudges

Manners/behaviour

Adults in the school should set a high standard for the children showing politeness and good manners

All staff should insist on good manners and politeness at **all** times from **all** children.

General courtesy (thank you, excuse me etc) should always be shown

Noise levels should be kept at a reasonable level to avoid disturbing others

Movement around school

Children should give way to adults at doors.

Children should move around the school in an orderly manner- walking and talking with an 'indoor voice'.

Children should only visit other classrooms at the beginning or end of a session unless urgent or unavoidable

Children moving around the school should **respect** equipment, resources and displays and should not touch them.

Year 3-6 children can move around school by themselves.

School grounds

The children will be encouraged to be interested in the school environment, showing **respect** by keeping it tidy and litter-free. Children should be supervised at all times.

The playground

Staff will be on duty at playtimes. Children should not be on the playground unsupervised.

Respectful behaviour is expected at all times- no kicking, fighting, swearing or spitting is allowed.

Toys should not be brought into school.

Balls etc are only allowed in designated areas and the children using them follow a rota.

When the bell is rung/whistle is blown at the end of playtime, the children line up quickly and quietly. Staff are at the door ready to lead their class back into school.

Wet playtimes

Staff will liaise in order to cover all the necessary areas during a wet playtime. There must be prepared activities in each class for use during wet playtimes.

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Classrooms and cloakrooms

All property in the classroom and cloakrooms must be **respected**. They should be left tidy at the end of every session unless work is ongoing.

Dress

There is an expectation that children wear the school uniform including a sensible pair of shoes. All staff will respectfully and privately support the children to wear the appropriate uniform and shoes.

Assembly

Children should enter and leave quietly.

During the worship they should sit well and listen quietly

Class teachers will monitor the behaviour of **all** the children and particularly, **but not only**, their class.

Appendix 2

Ready, Respectful, Safe- Behaviour for Learning Summary

We aim to ensure that every child has the opportunity to experience success and gain 'rewards' dependant on the age, need and choice of each child. (Appendix 1) There are many options to achieve this and they may include: - smiles, thumbs up, secret student, tweets, praise postcard or note, phone call home.

All the children 'belong' in 1 house- **Ruby**, **Emerald**, **Diamond** and **Sapphire**. 1 House Point may be awarded for being ready, respectful or safe; for home learning or for excellent work in books. Each class can work towards an agreed 'celebration' for all children when appropriate.

In line with our PATHS model, we also have a Child of the Day.

Steps:

- Proximity praise.
- Give a 'look'
- Personal and private warning –remind of the school rules. Restorative discussion had when appropriate. This stays in place for the morning or afternoon session.
- 'Thinking Time' in clas = 5 minutes off their playtime that day (EYFS and KS1) 10 minutes (KS2) and **record on CPOMS** (this can be carried over to the next school day if it happens in the afternoon).
- second 'Thinking Times' in partner class. Child must be escorted and have a task to complete. Please note on CPOMS detailing how the parents have been informed, Parents/carers to be informed of any Red given preferably by phone or if not possible, a 'red letter' (standard form) is sent home.
- '**Immediate response**' Red – let the Key Stage Leads (SLT), Pastoral Manager or Head Teacher know immediately. 'Gross misconduct' ie serious fighting, bullying, derogatory behaviour such as racism, homophobic or non-inclusive behaviour, bad language, defiance, damaging property = immediate response. Contact parents as above.
- **Example consequences** = complete reflection activity, miss some play/lunch time. Lessons such as PE will never be used as a punishment.

Exclusion

If parents have previously been invited into the school to discuss the unacceptable behaviour of the child, or the adverse behaviour is sufficiently serious, then the Head Teacher would consider excluding the child for a fixed period of time.