

Breckon Hill Primary School

Policy for Behaviour



	Term	Year
Last Review/Policy Adopted	Autumn	2025
	Autumn	2026
	Spring	2026
Next Review Date	Autumn	2027
Lead	H Chapman and A Mulrooney	

Our Vision

Breckon Hill Primary School

Making the Most of Every Day

We expect everyone to work hard and be kind.

Our aims are for:

Everyone to have a positive attitude to school life and learning.

Everyone to celebrate our similarities and differences.

Everyone to feel safe and welcome.

Everyone to be proud of belonging to Breckon Hill School, The Legacy Learning Trust, our community and town.



Behaviour Policy Statement

Breckon Hill Governors and leadership team promote positive behaviour. We believe that all children are 'gifted and talented' in their own unique ways and capable of being successful in their learning. We aim to ensure our school offers a safe, orderly and respectful community in which all children's and young people's talents can be developed and used to the full.

Relationships are at the centre of our work. At the heart of our school is the high quality and enriching relationships that exist between our children, young people and our staff. The senior leaders and all staff in school work to promote positive working relationships and support pupils who find making good choices difficult.

Our emphasis is on recognising and celebrating effort and success so that all members of the school community feel valued. We teach pupils to take responsibility for their own actions and to recognise the consequences of their choices. We believe it is essential that every child in our school is given every opportunity to build up their own self-esteem to ensure they can feel proud of themselves within the school community.

AIMS

At Breckon Hill governors, senior leaders, teachers and all staff believe that good behaviour is the foundation of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place.

We believe that people respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

For these reasons, the school has adopted a positive approach to behaviour management, the purpose of which is to support children in their learning to:

- live well with others
- disagree well with others
- demonstrate high levels of self-control
- take responsibility for their actions
- understand that choices and actions have consequences
- forgive themselves and others when things go wrong

Through this approach we aim:

- to maintain high levels of good behaviour
- to teach pupils effective strategies to manage their own behaviour
- to provide a consistent approach in rewarding good behaviour and responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential

The staff ensure that the learning environment is secure and safe. Well-resourced and attractively presented teaching areas encourage the children to become interested and caring members of the school family. High expectations of teaching and learning ensure that work is presented in exciting and motivating ways, well matched to the needs of individuals. When working with children, staff are extremely aware of the need to 'catch them being good' and strive to develop children's positive self-esteem.

At Breckon Hill Primary School we have three school rules:

- Be kind
- Work Hard

- Be Here

These are the foundation of positive behaviour and attitudes, they ensure our school vision succeeds.

RIGHTS AND RESPONSIBILITIES

We instill the teachings of Rights Respecting Schools and everyone within our school community have rights and responsibilities to ensure that school is a safe place in which to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school and the responsibility to help others learn work and play in a safe and friendly environment.
- Teachers and staff have the right to teach and work in a friendly, safe and caring school, which are supported by the Leadership Team. The community, the teachers and staff have the responsibility to foster a positive learning community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school and have a responsibility to support the school to make sure their children follow rules to foster a safe and friendly learning community.
- Children need to be good citizens of our community and manage their behaviour outside of school, including when walking to and from school by themselves in the older year groups.

ROLES AND RESPONSIBILITIES

It is the responsibility of the **Governing Body** to establish a policy and procedure for Behaviour and Discipline and to monitor the effects of the procedure.

It is the responsibility of **the Headteacher** to:

- Encourage and foster acceptable standards of behaviour, good personal relationships and a respect for all.
- Address promptly any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary.

It is the responsibility of **all staff** to familiarise themselves and support, with this policy and procedure in accordance with relevant professional standards. In particular, staff should:

- ensure that pupils enter and leave the classroom in an orderly manner;
- display good classroom management;
- mark and return work promptly and regularly;
- be courteous and polite to pupils;
- praise, encourage and reward pupils wherever possible and consequently encourage appropriate behaviour;
- make it obvious that each pupil is of equal importance and that praise, rewards and sanctions are used equitably; and seek further help and guidance from other members of staff and regard this as an appropriate strategy rather than an admission of failure.

- recognise that through their own behaviour and manner they will demonstrate and encourage high standards.

It is the responsibility of **pupils** to develop positive relationships in the school and demonstrate acceptable standards of behaviour, good personal relationships and a respect for everyone.

It is the responsibility of **parents/carers** to support the school in encouraging and nurturing in their children, acceptable standards of behaviour, good personal relationships and a respect for everyone.

Parents support the school by ensuring that their child is ready to learn. They do this by making sure that their child:

- arrives on time prepared to learn
- is aware of the need to be polite, courteous, respectful to everyone and that they should comply with reasonable requests or instructions made by staff on the first time of asking.
- wears the school uniform correctly. The following are not allowed: make-up including nail varnish; jewellery other than a watch (smart watches are not allowed)
- Do not bring mobile phones
- Support the school should there be any problems with their child's behaviour when walking to and from school alone.

Parents have a responsibility to inform the school of any changes in circumstances that may affect their child's behaviour, by discussing any behavioural concerns with a key member of staff promptly and by attending meetings about their child's behaviour or any review/reintegration meetings as required.

RELATIONSHIPS

Developing positive relationships with pupils is key to creating a classroom environment and ethos that is calming, inclusive and makes everyone feel valued. A simple, positive greeting to each child individually when they arrive is crucial to setting the right ambience for the day ahead.

Staff need to encourage pupils to develop their own self-help strategies that enable them to reestablish a positive mind set when faced with a challenging situation. Throughout their interactions with pupils in school, staff should demonstrate a 'deliberate botherdness' in which they promote a true interest in each child and their situation. Three simple rules of:

- Be Kind
- Work Hard
- Be Here

need to be shared with pupils at the start of the school year and throughout, in order to ensure a positive climate for learning remains established.

MONITORING AND REVIEW

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

WHY POSITIVE BEHAVIOUR MANAGEMENT?

In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

Staff work to promote positive behaviour at every opportunity. School assemblies provide a focal point for talking about and reinforcing aspects of school ethos. Staff hold regular key stage assemblies to revise positive behaviour. Children are rewarded with Busy Bees, House Points, and Pupil of the Week, The Cup of kindness, prizes, stickers, certificates, privileges and treats. At the end of every term, awards are given to children who have demonstrated a kind, respectful and hardworking attitude to school. Class teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

The school acknowledges all the efforts and achievements of children, both in and out of the school.

- We expect children to be attentive in lessons.
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.
- If a child is disruptive or shows inappropriate behaviour in class, the teacher will verbally give them a reminder about suitable behaviour. This is referred to as 'Stage 1'.
- If a child is disruptive again, then they will receive another verbal reminder and will receive a restorative conversation with an adult to try and ascertain why the child is not behaving appropriately. This will be referred to as 'Stage 2' and the child will miss 5 minutes of playtime to allow an adult to discuss their actions.
- If a child is disruptive again, refuses an instruction, uses unkind words or deliberate unkind physical actions, they will be placed on our Behaviour Tracker which is monitored by both SLT and our Behaviour Lead. This is referred to as 'Stage 3'. As a consequence, the child will miss the next break time or 15 mins of lunch to reflect on their behaviour. SLT will be informed and parents may need to be informed, depending on the situation. Another restorative conversation will take place, this time with a member of SLT.

- If disruptive behaviour continues, this is referred to as 'Stage 4'. A member of the senior leadership team will step in to support and when necessary remove the child from the classroom to another area. One child should not be allowed to negatively impact the learning environment for the rest of the class. However, behaviour is a form of communication and it is important to understand why a child is displaying behaviours that are preventing learning.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity. A member of the senior leadership team will be asked to support.
- If a child threatens or hurts another child, the class teacher will record the incident on the Behaviour Tracker as a 'Stage 3'.
- If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents or carers and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child, with the full co-operation of the parents.
- The class teacher will discuss the rules with each class. In addition to the school rules, each class also has its own Rights Respecting Class Charter. The plans are agreed by the children and displayed on the wall of the classroom.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear of any kind of hurt from others.

BEHAVIOUR OUTSIDE OF SCHOOL

Behaviour and discipline in schools Advice for headteachers and school staff:

[HTTPS://ASSETS.PUBLISHING.SERVICE.GOV.UK/GOVERNMENT/UPLOADS/SYSTEM/UPLOADS/ATTACHMENT_DATA/FILE/488034/BEHAVIOUR AND DISCIPLINE IN SCHOOLS - A GUIDE FOR HEADTEACHERS AND SCHOOL STAFF.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/BEHAVIOUR_AND_DISCIPLINE_IN_SCHOOLS_-_A_GUIDE_FOR_HEADTEACHERS_AND_SCHOOL_STAFF.PDF)

THIS DOCUMENT INCLUDES:

Pupils' conduct outside the school gates – teachers' powers - What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Teachers may discipline pupils for:

misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or travelling to or from school or wearing 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.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Parents will be informed where we are made aware of the behaviour/actions of a child that causes concern outside of school. Parents have a right to know. We will seek to work with parents to find a solution to support the child in understanding their behaviour and apply sanctions if appropriate/necessary.

ANTI-BULLYING

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Everyone at Breckon Hill Primary School has the right to feel welcome, secure and happy. Only if this is the case will all our children be able to achieve their full potential. Bullying of any kind prevents this from happening. It is therefore everyone’s responsibility, staff and children, to prevent bullying from taking place.

If we become aware of an alleged bullying incident, we will investigate the incident, talk to the victim, talk to the children alleged of bullying and talk to any witnesses. If after we have investigated the incident it is decided that bullying has taken place, we will inform the parents of all involved and work with children to resolve issues.

Parents are to be reminded regularly to inform their children that they must tell someone should they ever feel they are being bullied and if parents learn that their child is being bullied they are to inform the school immediately.

ALLEGATIONS OF CHILD-ON-CHILD ABUSE

“**Child-on child**” is defined, for the purposes of this policy, as any form of abuse inflicted by one child or a group of children, i.e. individuals under the age of 18, against another child or group of children. This policy covers child-on child abuse both in and outside of school and both in person and online.

In order to prevent child-on child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour

Staff will always, when handling an incident of alleged abuse, take the report of the victim seriously, reassure them, support them and work to keep them safe.

THE USE OF REASONABLE FORCE

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted. All staff have received training in how to deescalate situations.

Force will never be used as a punishment.

FIXED-TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Statutory Guidance on School Exclusions. We refer to this guidance and our trust Suspension and Exclusion Policy in any decision to exclude a child from school.

Only the Headteacher has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

We recognise that all behaviour is a form of communication and will look to support the child and their family.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis and at least annually.

Appendix 1: Behaviour Policy for Classrooms

Stage	Action	Consequence
1	Disruptive or inappropriate behaviour	Warning/reminder given. Child is informed.
2	Repeated disruptive or inappropriate behaviour	Restorative conversation with an adult. 5 minutes of playtime missed. Child is informed.
3	Further disruptive behaviour Refusal Any unkind words Deliberate unkind or hurtful physical actions	Restorative conversation with SLT . 15 min playtime or 15 mins of lunchtime missed either on day or following. Child is informed. Behaviour Reflection Sheet to be completed. Behaviour Tracker updated. Parents may need to be informed.
4	Any further misbehaviour on the same day	Complete work with SLT . No playtime and lunchtime the following day. Behaviour tracker updated. Parents will be informed.



Staff Guidance

Please use your knowledge of trauma informed practice at all times.

Please remember that each day is a fresh start

Please use professional judgment- sometimes you may need to request help to support a dysregulated child where you feel the policy may not support, the chart is a guide.

Senior leaders are to be involved from Stage 3/ 4. Leaders will talk with parents and carers.

Please record information so we can check for any patterns

We have removed 'reflection time' as we feel children need support to do this effectively.

Behaviour reflection sheets help gain a full understanding of the situation and are to be given to the class teacher or a member of the senior leadership team.