

Broadbent Fold Primary School and Nursery



In Partnership with
**STAMFORD
PARK TRUST**

Behaviour Policy

January 2026

In- line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (age, gender including intersex and transgender, ethnicity or sexuality including gay, lesbian, bisexual, transsexual and transvestite) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not."

At times it may be appropriate not to follow this policy in its entirety, in order to cater for the needs of an individual child.

The following documents have been referred to in this policy:

Behaviour in Schools 2022, Keeping Children Safe in Education 2023, Working Together to Safeguard Children 2018, Use of Reasonable Force Advice.

Aims and Vision

It is the aim of Broadbent Fold Primary School and Nursery that every member of the school community feels valued and respected, to promote wellbeing, building resilience; and that each person is treated fairly and equally. We are a caring community where values are built on mutual trust and respect for all.

We aim to create a positive environment with realistic expectations, in which staff and parents work together for the welfare of the children and to make all those connected with the school and beyond aware of our opposition to bullying. The aim of this policy is to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying). At Broadbent Fold children are expected to adopt certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions. The policy reflects our Rights Respecting Schools status. We aim to create a school community where the rights of all are respected and everyone understands the responsibilities that go alongside their 'rights'.

'Pupils have the right to come to school and focus on their studies free from disruption and the fear of bullying' (the White Paper 2010). Article 19.

"State Parties recognise the right of children to education" and "should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity." Articles 28 and 29.

All members of the school community whether child or adult are expected to aim for these expectations. Children are openly praised when exhibiting these expectations

and a weekly certificate awarded to two children whom the Headteacher feels has demonstrated the expectations in an exceptional manner (or has tried their best to).

At Broadbent Fold Primary School and Nursery School everyone is expected to be:

READY

RESEPECTFUL

SAFE

These encompass values such as:

- **being kind and helpful**
- **listening**
- **being honest**
- **working hard**
- **looking after property**
- **being polite and respectful**
- **developing self-discipline**

This is instilled through our Broadbent Fold Values, which are clearly visible around school. All expectations are child friendly and are linked to our Rights Respecting class charters.

We want our children to be happy. Children are happy when they:

- feel good about themselves
- are confident in their own ability
- are able to communicate well both as individuals and alongside others.

We believe that it is very important for children to learn how to behave well towards each other, teachers and parents. This is an essential part of helping our children to be happy and grow socially, personally and academically therefore enabling them to socialise with others beyond our community. Establishing skills to support them in further education and work.

We believe the best learning will take place when children have clear, high expectations which are continually and consistently applied.

This policy has been created by all staff in consultation with members of the school community. It sets out what they think are:

- the benefits of good behaviour
- how we would like to cultivate good behaviour
- what is meant by good behaviour
- how we would like to encourage good behaviour in our school

- how we discourage inappropriate behaviour

All staff will communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. All children, staff and parents have the right to benefit from this policy, make comments and assist in the development of the policy but not to ignore it. Parents are encouraged by school to reinforce the policy at home as appropriate.

The benefits of good social behaviour

We believe in the value of good social behaviour and in doing so we gain the following benefits:

- Children are able to achieve their full potential and achieve academic success, they are self-confident and do as well as possible in their schoolwork.
- Children develop good social relationships with their peers and adults, they learn to care for one another and the value of friendship.
- Children encourage one another to behave appropriately, they become responsible and develop personal independence.
- Staff are able to teach/support effectively because there are fewer behavioural issues to deal with, the needs of children are met and staff are able to have positive contact with all parents/carers.
- Parents/carers are assured that their child/children are behaving appropriately and feel confident that they are developing personally, socially and academically, receive support when needed and feel welcome to discuss their child/children's progress.

How we cultivate good social behaviour

In order for good behaviour to develop we believe that children, staff and parents/carers should expect:

- To know exactly what we mean by good behaviour.
- To know that homophobia, transphobia, racism, sexism or discrimination against disabilities will not be tolerated.
- That all good behaviour is recognised and encouraged by praise and positive reinforcement.
- That their feelings and emotions are acknowledged through emotion coaching.
- That where inappropriate behaviour occurs a fair system of sanctions is set into operation.
- That where inappropriate behaviour occurs from children with a Social, Emotional and Behavioural need, necessary adjustments to provision will be recorded clearly in individual Behaviour Provision Map, in line with the Disability Equality Policy.

- The curriculum supports and develops good social behaviour.
- To feel safe irrespective of protected characteristics (see the Equality Act 2010) race, gender, disability sexuality or culture.
- The school building and classrooms to be attractive, well looked after and cared for.
- The school policy on behaviour has a high priority and is reviewed/amended annually.
- Year 6 pupils display role-model behaviour around school as Head Girl/Boy/Person and Prefect roles.

What is meant by good behaviour?

Good behaviour is central to a good education. This occurs when everyone in school is:

- Helpful, cooperative, supportive.
- Caring and aware and responsive to the needs of others.
- Polite and friendly to all.
- Respectful of other people, their possessions and property.
- Motivated to learn with a clear purpose.
- Hardworking.
- Communicating effectively with others (listening, understanding and explaining).

This behaviour is supported and encouraged during every school activity and the children are helped to recognise examples of good behaviour at all times. Pupils will be taught what good behaviour looks like. These aims are reflected in our Broadbent Fold Values, which are consistently communicated with the children in ways that they can understand.

Promoting positive relationships between pupils and staff

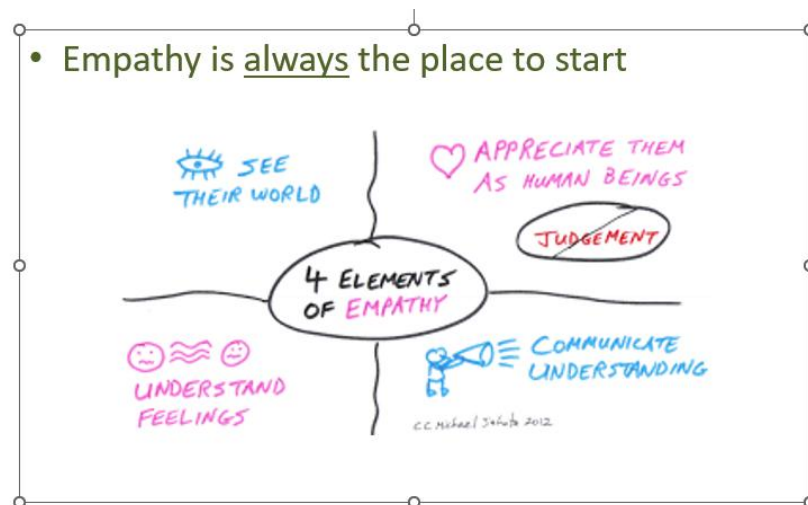
We recognise that staff play a pivotal role in establishing and maintaining behaviour. Good classroom management is therefore essential. This is established by building positive relationships with the children based on understanding and mutual respect. Adults will:

- Promote good relationships with parents/carers to encourage good communication, allowing better identification of children's wellbeing or safeguarding concerns to positively support with challenging behaviour.
- Display a positive energy, and have a smiley face.
- Have a sense of humour and be able to have a laugh with their class.

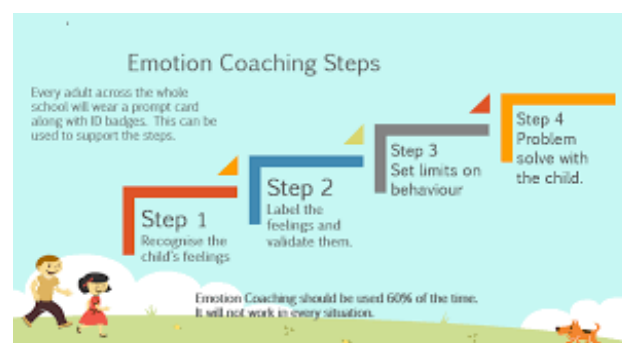
- Display a genuine interest in every child's life.
- Always find time to listen, allow time 'for a chat', help children to calm themselves if needed.
- Use body language and strategies to engage with the age of the child, e.g. getting down to the same level of the child.
- Recognise their own mistakes and say sorry if they need to.
- Always see the good in a child and help them identify what they are good at.

Emotion coaching

All staff have been trained in Emotion coaching, and we adhere fully to these principles in our approach to managing behaviour. This is a high empathy, high guidance approach:



Emotion coaching is about responding to children when their feelings are still at a low level of intensity, which reduces the need for children to escalate their emotions and behaviour and provides a more optimal time to teach children about emotions. It deals with emotions in the moment and gives children strategies to deal with emotional ups and downs. If children are emotion coached from an early age they become well-practiced at self-soothing. They are more likely to stay calm, even when they are experiencing strong emotions. There are clear limits about inappropriate behaviour – children know the rules and the consequences for breaking them. Emotion coaching creates a strong bond between parents/carers/teachers and children, so children are more responsive to their requests and feel respected and valued. Our steps to emotion coaching are:



Restorative practice

Step 1: Empathise, validate and label

- Recognise all emotions as being natural, normal and not always a matter of choice.
- Recognise the behaviour as communication.
- Look for physical and verbal signs of the emotion being felt.
- Take on the child's perspective.
- Use words to reflect back child's emotions and help the child to label the emotion.
- Empathise and provide a narrative/translation for the emotional experience.

e.g. I can see you are upset. I would feel upset if a child took my toy.

Step 2: Limit set

- State the boundary limits of acceptable behaviour (if needed).
- Make it clear certain behaviours cannot be accepted.
- But retain the child's self-dignity (*crucial for responsive behaviour and well-being*). Where possible reprimand in private.

e.g. We can't behave like that even though you are feeling annoyed because it is not safe.

Step 3: Problem solve with the child

When the child is calm and in a relaxed, rational state:

- Help the child to make connections between the situation and their feelings.
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes.
- Empower the child to believe s/he can overcome difficulties and manage feelings.

e.g. Next time you're feeling like this, what could you do? How do you think you will react next time or if it happens again?'

What do you think needs to happen next?

Pupils requiring reasonable adjustments Some pupils may fall outside the normal scope of this policy due to individual specific needs. Often, these will be identified in an individual Support Plan or an EHCP. They may have an individual behaviour plan that will include rewards and sanctions appropriate to them, that are different from others in the class.

Prevention (proactive rather than reactive)

Alongside Emotion Coaching, we use a range of other prevention strategies in order to minimise the occurrences of challenging behaviour:

- Establishing and maintaining positive relationships – with parents, between staff, with pupils
- Encouraging a sense of belonging: - through the use of appropriate humour - greetings on the door/playground
- Creating a positive, supportive climate in the classroom
- The teacher being in class, before the children arrive
- A clear task on the board or out on desks at the outset of every session
- Short mindfulness activities on return to class after break and lunchtime - music - Happy Breathing - stretching/yoga
- Insisting on calm, quiet entry and exit from class and movement around the school
 - Having well planned, meaningful, challenging lessons (with resources pre-prepared) so that all children can experience success
 - Pacey lessons that are broken into chunks in order to keep children engaged - retention activities (making links to prior learning) - short explanations with regular chances to interact ('ping-pong' style teaching) - practical work - opportunities to record learning in different ways - regular breaks for feedback
- Regular sensory breaks
- Well established routines for praising positive behaviour
 - De-escalation strategies for children who struggle to regulate emotions (behaviour plans in place where necessary)

The Zones of Regulation

At Broadbent Fold Primary School and Nursery the Zones of Regulation curriculum is used across the school as a strategy to assist our pupils in developing skills to maintain and improve their mental and social well-being. It is a restorative, personalised approach, we teach our pupils to support responding to the world around them. Self-regulation is something most humans continually work on, whether they are aware of it or not. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help children recognise when they are in different states, which are referred to as 'Zones'. Through planned activities children learn how to use strategies to stay in a zone or to move from one zone to another. Teachers and children alike, adopt the principles of Zones on a daily basis and model these in lessons and daily life. Zones forms part of the culture of our school and as such, the Zones of Regulation support our behaviour policy.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

Within class, the zones are visually represented and regularly referred to.

All of the zones are expected at one time or another, but the curriculum focuses on teaching pupils how to manage their Zone based on the environment and people around them. It is ok to have red zone feelings, but the correct 'expected' strategies

need to be: help, take a breath, time out, not the red unexpected behaviours (e.g. hitting, screaming, swearing).

‘All emotions are okay but not all behaviours are okay.’

There are many strategies we can teach our pupils to help them self-regulate. The following are a few examples pupils should be able to select strategies from their toolbox to regulate their emotions:

- Wellbeing Checking In /coloured zones
- Breathing strategies
- Chill out area in
- Have a break
- Jump, bounce, squeeze
- Take a walk
- Social stories
- Listen to music

Encouraging good behaviour

In order to further the development of good behaviour, the practice in school will be to:

- Recognise and highlight good behaviour when it occurs.
- Make sure that children are praised either in public or in private depending on the needs of the individual.
- Use constructive criticism.
- Demonstrate the type of behaviour we wish to see. Year 6 can support this.
- Encourage children to reflect on the consequences of their actions and to develop self-control and independent thinking.
- Inform parents about their child’s good behaviour.

Staff responsible for pastoral care will implement programs and or have meetings with individual children or groups of children, who need support in maintaining positive relationships with others. We believe that, for the majority of children, good behaviour is a minimum expectation and as such should be recognised and encouraged, but only rewarded as part of an overall system that rewards good or improved attitudes to social, personal and academic development generally.

A system of incentives that recognise and encourage good attitudes is in place and includes at the present time:

- Star points: 100 to receive a bronze award, 200 to receive a silver award, 300 to receive a gold award and 400 for a Headteacher award - these are to be displayed in full view of the class.
- Individual stickers – Good to be Green on a Friday and two children receive pencils. Identified children will also receive a Good to be Green certificate from Head teacher or Learning Mentor during the school day.
- Special stickers/ certificates awarded by the Headteacher on Friday assemblies and parents receive a special message home. These will be displayed on our school blog.
- Good to be Green time at the end of each week.
- Positive weekly communication with parents via Seesaw.
- Star of the Week in and Head Teachers awards in EYFS.
- A positive message may be sent home for two pupils each week.
- Good work can go to the Headteacher.
- Class compliments and rewards.
- Afternoon Tea with Mrs P will be rewarded for pupils demonstrating high levels of good behaviour at all times.
- House Teams – four house teams will support our behaviour system, using our weekly stars. Each half term the winning team will receive a treat. Pupil Leaders and House Leaders to decide.
- Head Girl/Boy/Person and Prefects are able to hand out stars for high standards of behaviour around school and during assembly.

Breaktimes – staff will blow the whistle and it is expected that children freeze on the spot and sensibly walk to their lines. Staff will meet the children and take them into the classroom. Staff to encourage children to enter classrooms calmly and ready to learn attitude.

Discouraging inappropriate behaviour

We feel confident that our policy will enable us to develop good behaviour. Sometimes, however, children may forget our aims for good behaviour and may not show consideration for the well-being of others. Everyone at Broadbent Fold Primary School should help to discourage unwanted behaviour as it occurs by:

- noticing good behaviour as it occurs
- encouraging children to reflect on their behaviour and the choices they make
- avoiding emphasis on inappropriate behaviour

Inappropriate behaviour (not exhaustive list) may include:

- disrupting lessons (which will not be tolerated)
- not following instructions/expectations
- name-calling / unkind words
- using unkind hands / hurting others
- racist and sexist behaviour
- making threats
- hurtful remarks and personal comments
- wandering around the class
- pushing tables
- making someone do something they don't want to do
- whispering about others
- laughing at a hurt or upset person
- preventing someone getting help
- ignoring people and leaving them out
- mocking differences
- damaging work or belongings
- bullying

Sanctions that are imposed when this policy is breached:

Every behavioural incident is different and it is difficult to achieve a list of sanctions that will apply in every situation. We acknowledge that pupils should have consistent boundaries and expectations and will endeavour to ensure that our sanctions are used in the same way in all situations; however, the following list will be used as guidelines and staff will be able to vary them should circumstances dictate.

Sanctions used will be age-appropriate and will take into account the developmental needs of the child.

- Staff will use professional judgement in determining the appropriate sanction to impose when taking into account individual pupils and circumstances.
- We always try to adopt the approach that we will praise in public, but criticise in private.
- We do not seek to shame pupils when disciplining them.
- We believe that acting discreetly preserves children's dignity and allows them to understand the impact that their behaviour has had, and how they should redress this appropriately. When a child has breached the policy, a calm approach will be taken.
- We will set clear limits ".....it's not OK to behave like that" and separate the emotion from the behaviour. If needed, we will clarify what is an acceptable expression of emotion (i.e. behaviour) and what is not.

- If a pupil is dysregulated, we will allow them to calm down before discussing sanctions and next steps. This is so that they are able to think rationally about their behaviour and engage in the next steps

Our colour coded system below is followed by staff and teachers in Key Stage One and Key Stage Two to decide on the appropriate sanction:

- All children start the school day on **green**.
- Child will receive a verbal warning.
- Continuation of inappropriate behaviour and the adult will discretely put the child's name on **amber**. The child remains on **amber** for the rest of the day unless moved to red. Then they start a fresh day on green.
- Further continuation of inappropriate behaviour and the adult will discretely move the child's name to **red**. This will result in a 10-minute loss of their break and a restorative conversation with an adult.
- If the child's behaviour on red is not improving loss of further breaks during the day will occur e.g. lunchtime. The child may be asked to spend the lunchtime inside reflecting/answering the restorative questions.
- Parents will be notified of learning out of class where appropriate, not if it is to support the child with concentration.
- Teachers are to record when children receive a **red card**, this will lead to some loss of their Good to be Green time on Friday.
- If a child receives **three reds** in one week, then the class teacher will send a letter home for the families to discuss the behaviour. This is to be recorded on our electronic system (CPOMs).
- Further continuation will result in Phase Leader, Learning Mentor or SLT intervention.
- This could lead to a behaviour provision plan being put into place.
- If the child represents a school group, a decision will be made by the organiser of the group as to the child's future role.
- End of day communication with families where needed by class teacher or SLT member. This is via telephone or in person in a meeting (not on the gate).
- Consequences are to remain the same during break times and lunchtimes and all staff to follow the policy. Class teachers are to always be informed.
- Another class can be used to reintegrate the pupil into class; however the pupil must complete work that is not done in lesson time during detention or time out. Red Triangles are for emergency use only and the above must be followed before contacting a Learning Mentor or SLT.

- All to be recorded by staff on CPOMs to have a clear picture of behaviour – sanction – outcome. Effective behaviour management is the teacher’s professional responsibility to endeavour learning time is not disrupted.

These steps are followed to ensure they have a fresh start after breaks.

Early years

- Child will receive a verbal warning.
- Continuation of inappropriate behaviour and the child will sit with an adult for a restorative conversation.
- Further continuation of inappropriate behaviour and the child will spend 5 minutes reflecting and revisiting restorative questions.
- If a child has time with the teacher revisiting the restorative questions three times a week or more then the class teacher will contact home and discuss behaviour. This will be recorded on CPOMS.
- Further continuation will result in Learning Mentor or SLT intervention.
- This could lead to a behaviour provision plan being put into place.

Differentiation and SEND

Occasionally a child may be taken out of the regular behaviour management system in order to address specific individual needs. In this case an individual’s behaviour provision plan will be drawn up. Violence and significant disruption to learning will never be acceptable at Broadbent Fold Primary and Nursery. School will work in partnership with families to find the best possible outcome for all. It is the teacher’s responsibility to create these plans, set reviews and meet families to check on improvements and next steps. Our SENCo will be sought if changes are not evident.

Physical Restraint

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

- 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
- Never to be used as a form of punishment
- Be recorded on CPOMS and reported to parents

We currently have two members of staff Team Teach Trained to handle restraints and restraining incidents will always be reported to parents.

Exclusions

On occasion it is necessary to exclude children for fixed periods of time, especially when they are a risk to others or themselves through aggressive behaviour.

Intentional harm, whether physical or emotional, to another child will be a reason for exclusion (e.g. biting, continual name-calling). Each case will be dealt with in relation to safeguarding and will be in line with the local authority's guidance.

If a child who has been excluded continues to harm others, a fixed-term exclusion will be issued. At such time that it can be identified that a child is at risk of permanent exclusion, a PARE (Pupil at Risk of Exclusion) meeting will be held between appropriate professionals who will share advice and appropriate strategies which will enable the child to be supported by the school.

In extreme cases a managed move or permanent exclusion may be appropriate. The school will always take appropriate advice from the local authority's Exclusions Officer before beginning such procedures.

Monitoring and Evaluation

Monitoring and evaluation is carried out on a regular basis to ensure the school behaviour policy is being followed consistently. Monitoring may take the form of observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning. The policy will be available on our school website and it will be sent out to parents at the start of every academic year. The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy.

**Broadbent Fold Primary School and Nursery's
written statement of behaviour principles**

The school uses the UN Convention on the Rights of the Child to underpin its behaviour principles and all other aspects of school policy and procedure.

Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All children, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to children at all times.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by children and staff and is in conjunction with our home school agreement.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

Children are helped to take responsibility for their actions.

Families are involved in behaviour incidents and are supportive of the school in order to foster good relationships between the school and pupils' home life.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the Full Governing Body of Broadbent Fold Primary School and Nursery every year, to ensure it meets the needs of our children.