

Branton Primary School and Nursery



Positive Behaviour and Relations Policy

Policy Location:	Written:	Review Due:	Person Responsible:
On website and in main school office.	October 2025	October 2026	Emma Miller Academy Committee

Positive Behaviour and Relations Policy

We believe that this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Crime and Disorder Act 1998
- School Standards and Framework Act 1998
- Education Act 2002
- Anti-social Behaviour Act 2003
- Education Act 2005
- Education and Inspections Act 2006
- Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- Education (Penalty Notices) (England) Regulations 2007
- Education and Skills Act 2008 Apprenticeships, Skills, Children and Learning Act 2009 Equality Act 2010
- Education Act 2011
- Education (Penalty Notices) (England) (Amendment) Regulations 2012
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Education (Independent School Standards) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Ofsted School Inspection Handbook (DfE 2022)
- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy and caring school environment where everyone feels valued, respected, secure and free from all forms of anti- social behaviour.

We realise that pupils' behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment

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We are aware that during a school inspection, the inspection team will make a judgement on behaviour and attitudes by evaluating whether:

- We have high expectations of pupils' behaviour and conduct and whether these expectations are applied consistently and fairly;
- pupils:
 - *Have a positive attitude to their education;
 - *are committed to their learning;
 - *know how to study;
 - *are resilient to setbacks;
 - *take pride in their achievements;
 - *attendance and punctuality is good.
- the relationships between pupils and school personnel reflects a positive and respectful culture;
- school personnel and pupils have created a school environment where all forms of bullying are not tolerated;
- school personnel deal with incidents of bullying quickly and effectively and they work hard to prevent bullying from spreading.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We have space in school (library area) to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries, or just to calm them down if something has upset or angered them.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a duty to ensure that their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects.'

We are aware that 'parenting contracts, orders and penalty notices for irregular attendance apply only to pupils of compulsory school age who are registered at a school' but they can also be applied for misbehaviour by pupils outside compulsory school age such as pupils at a maintained nursery. While 'penalty notices for parents of pupils found in a public place during school hours after being excluded

also apply only to children of compulsory school age who are registered at a school.'

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism.

School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We understand that 'Headteachers and school personnel authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.'

We have decided that the following items are prohibited in this school, namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims of the Positive Behaviour and relations Policy

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Academy committee

The governing body has:

- the duty to set the framework of the school's policy on pupil behaviour; responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation; responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school; ensure that all school personnel, pupils and parents are aware of and comply with this policy;
- create an ethos that makes everyone in the school community feel valued and respected; promote good behaviour by forging sound working relationships with everyone involved within the school;
- promote self-discipline and proper regard for authority among pupils;
- prevent all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ensure all stakeholders are absolutely clear about the expected standards of pupils' behaviour;
- ensure school rules are displayed around the school and that all stakeholders know what they are;
- ensure school personnel apply this policy consistently;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- model behaviour that they want to see from school personnel;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure pupils move around the school in an orderly manner
- praise good behaviour
- celebrate successes;
- act if school personnel do not follow this policy;
- consistently inform parents of this policy;
- ensure school personnel praise good behaviour and work;
- ensure school personnel understand the additional needs of all pupils in their care;
- monitor the number of sanctions and rewards given by individual school personnel;
- have in place clear strategies for pupils who are likely to misbehave; ensure school personnel are aware of these strategies and apply them;
- have in place support mechanisms for pupils with behaviour difficulties;
- ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties
- ensure the health, safety and welfare of all children in the school;
- work with the school council and school personnel;
- provide guidance, support and training to all staff;

- monitor the effectiveness of this policy by analysing:
 - *pupil attitudes to school and learning;
 - *the views of pupils, parents, school personnel and governors;
 - *the number of fixed-period and permanent exclusions;
 - *incident logs, rewards and sanctions;
 - *the number of reported cases of bullying;
 - *strategies to improve behaviour and discipline.
- make effective use of relevant research and information to improve this policy.

Role of School Staff

School personnel will:

- comply with all aspects of this policy;
- maintain consistency in applying this policy throughout the school;
- have in place clear classroom routines;
- maintain consistency in applying these routines;
- encourage good behaviour and respect for others;
- praise good behaviour and good work;
- ensure all work is differentiated;
- apply all rewards and sanctions fairly and consistently;
- work with pupils to compile a list of rewards using for earned Dojo points for behaviour and learning;
- promote self-discipline among pupils;
- deal appropriately with any unacceptable behaviour;
- stay calm when dealing with unacceptable behaviour;
- apply any behavioural plans of individual pupils;
- ensure support staff are aware of these plans;
- be aware of and understand the additional needs of pupils in their care;
- take time to talk with individual children, using Thrive approach;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, stimulating and challenging lessons which will contribute to maintaining good discipline;
- attend periodic training on behaviour management;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school via Class Dojo, a telephone call or face to face;
- ensure the health and safety of the pupils in their care;

- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with the school code of conduct that is displayed throughout school;
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- Follow all health and safety regulations in all areas of the school;

Role of Parents/Carers

Parents/carers are encouraged to:

- comply with this policy and the home school agreement, including online communication; have good relations with the school;
- support good behaviour;
- sign the school's 'home-school agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions;
- be asked to take part periodic surveys conducted by the school;
- support the school code of conduct and guidance necessary to ensure smooth running of the school.

School visits

Any child judged as demonstrating behaviours which may put other children, themselves or property at risk while on a visit out of school may be excluded from specific school visits.

Positive reinforcement

Our ethos is designed to highlight and encourage positive behaviour. This is present in the way we interact with each other and our children and also through the role of pupils within the school. We believe children rise to the challenge of being given meaningful responsibilities and that this supports positive behaviour. Children will be given responsibilities within their class, and as they get older, across the school.

In addition, good behaviour is encouraged and reinforced by a variety of other positive methods:

- Stickers
- Showing others their good work
- Descriptive praise
- Class reward system
- Positive feedback to parents (verbal, via dojo or written).
- Visits to other teachers/staff
- Visits to Headteacher and stickers
- Class Dojo and school value certificates
- Promote and celebrate successes
- Class Dojo points
- Alternative, individual reward programmes may be used alongside these for children experiencing behaviour difficulties.

Reward systems

All staff award dojo points to children for excellent work, positive behaviour, showing kindness, making a special effort or other positive characteristics we wish to encourage. The pupil with the most dojo points are celebrated every week in assembly. At the end of the half term dojo points are spent on activities that the pupils have identified.

Our Star, Rainbow and cloud behaviour system is used throughout school to highlight positive behaviour and provide a warning system/reminder.

Inappropriate behaviour

In the unlikely event that inappropriate behaviour takes place, the following sanctions may be applied, depending on the context:

- A reminder of appropriate behaviour and reinforcing to the pupil what good behaviour looks like
- Change of partner or group within the classroom.
- Withdrawing them from an activity.
- Sitting them on their own or next to the teacher.
- Completing work at home to make up for lost time.
- Parents will be kept informed about their child's behaviour.
- The child will be isolated within the class to enable them to reflect on their behaviour and calm down 'Time Out'.
- Informal contact with parents via dojo, at the end of the day or by telephone to inform them of their child's behaviour.

The school views the following as serious misdemeanours:

- deliberate physical injury to others
- persistent bullying behaviour - physical, verbal, emotional
- throwing something with intent to damage or hurt
- intentionally swearing at or verbally abusing others
- Intentionally breaking equipment

Application to vulnerable pupils

Reasonable adjustments will be made in the application of this policy to vulnerable pupils including those children with SEND including behavioural issues and children at risk. These children will be identified through our provision map and on our SEND register. A key member of staff, in most cases our SENCO will ensure good links with home and act as a reference point for staff. Adjustments in provision will be outlined in our pupil profiles. Risk assessments and individual behaviour plans will be drawn up where necessary. However, should reasonable adjustments be made and behaviour continues to be inappropriate, sanctions in line with this Behaviour Policy will be adhered to.

Classroom

Inappropriate/unacceptable behaviour will result in the school system of sanctions being applied. They may include the following 'Steps to improve behaviour'

Step 1

- drawing the pupils' attention to what they are doing wrong and reminding them of the required appropriate behaviour

Step 2

- removal of a free choice activity in EYFS and KS1 children separated from each other
- children seated on their own
- completing unfinished work at playtime/lunchtime
- removal of playtime/lunchtime in the playground
- 'Time out' away from an activity or children
- Informal discussion with parent/carer at end of school day

Step 3

- 'Time out' in another classroom
- withdrawal of a privilege or trust
- Child discussion with headteacher
- Formal discussion between teacher and parent/carer

Step 4

- Use of behaviour diary to support improvement
- Formal discussion between teacher and parent/carer about the behaviour diary

Step 5

- Drawing up a class teacher behaviour report card that lasts a week
- Formal discussion between teacher and parent/carer reviewing class teacher report card

Step 6

- Drawing up a second class teacher report card that last a week
- Formal discussion between deputy headteacher, headteacher, teacher and parent/carer reviewing class teacher report card

Step 7

- Drawing up a headteacher report card that lasts a week
- Formal discussion between headteacher, teacher and parent/carer reviewing headteacher report card

Step 8

- Drawing up a second headteacher report card that lasts a week
- Formal discussion between headteacher, teacher and parent/carer reviewing headteacher report card

Step 9

- fixed term exclusion

Steps 4 -7 are to be completed in order. Once the targets in these steps are achieved, the child works their way backwards through the steps until they get to Step 3.

A child returning from a fixed term exclusion will automatically return to school on Step 6 and will work back through the Steps.

Exclusion

In exceptional circumstances exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

The school follows the DfE guidance. Only the Headteacher or Acting Headteacher, if the Headteacher is absent, can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- the pupil seriously breaches the school behaviour policy in a violent way;
- a range of alternative strategies have been tried and failed and the 'Steps to Improve Behaviour' have been followed and failed.
- If allowing the pupil to remain in school would seriously harm the welfare or behaviour of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or as a result of a number of incidents growing in seriousness over a period of time. Before reaching a decision the Head teacher will:

- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 45 days in a school year. In any event after 5 days of exclusion the child is required to follow an education programme at a school.

Bullying Behaviour

This is different from a single, isolated unkind act. Bullying has a repeated or persistent element to it and may include:

- physical, verbal or emotional abuse
- someone using their power to dominate or seek to control another person
- pushing, tripping, hitting or deliberate ignoring of someone
- targeting an individual or a group of children
- deliberate isolation or exclusion of a pupil

Bullying behaviour is unacceptable at this school. It is defined as any action inflicted by a person on another over a period of time which causes stress, fear or injury to the victims.

It will *always be challenged and dealt with seriously.*

Review by all staff in October 25 current practice