

Braishfield Primary School

Behaviour Policy

Reviewed: November 2025

Next date of review: November 2026

POLICY FOR BEHAVIOUR

We inspire a love of learning, nurture kindness and courage, help every child be ready to learn and to be their best every day.

OUR VISION

We want every child to:

- **Love learning** – inspiring curiosity, creativity, and a lifelong passion for discovery.
- **Belong and feel safe** – fostering a warm, welcoming community where everyone is valued and able to be themselves.
- **Be brave and ready for the future** – developing the courage, focus, and transferable skills to thrive in an ever-changing world.

Braishfield Primary School is committed to having a consistent whole school behaviour policy supported and followed by the whole school community, based on a sense of community and shared values to create a calm and inclusive learning environment.

Aims

- To create an environment where positive values and attitudes are encouraged to provide a happy, safe and secure environment where children can achieve their very best.
- To recognise and reward positive behaviour.
- To promote a positive climate for learning.
- To work in partnership with parents / carers to support the social and academic development of all pupils.
- To provide a framework to support and promote socially acceptable behaviour.
- To create a culture of exceptionally good behaviour skills: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, respect, good humour, good temper, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

School Rules and Expectations

Our expectations are set out in our Braishfield Values. These encapsulate our aims, values and attitudes. They are explained to the children and displayed in all the classrooms. The whole school community is expected to abide by them at all times:

- **Be Kind** - We show care and respect for everyone, in our words and our actions.
- **Be Brave** - We have the courage to make good choices and try new things, even when it's hard.
- **Be Ready to Learn** - We come to school prepared, we listen, we join in, and we try our best.
- **Be your Best** - We don't give up. We keep improving and take pride in everything we do.

Legal Guidance and Responsibilities

The Department of Education guidance, *'Behaviour and Discipline in Schools; Advice for Headteachers and school staff (2024)'* has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Children are expected to:

- Live by the school values
- Engage in restorative discussions to help resolve issues
- Adhere to the school expectations, including during off-site visits, and when travelling to and from school
- Support other members of the school community in promoting the expectations of good behaviour
- Live these values at school and online

Parents and carers are expected to:

- Recognise that an effective school behaviour policy requires close partnership between parents, teachers and children by signing home/school agreement
- Discuss the school expectations and values with their child, emphasising their support of them and assisting, when possible, with their enforcement
- Attend Parents' Evenings, parents' functions and communicate with school staff
- Know that learning and teaching cannot take place without the school values being shown
- Remember that staff deal with behaviour problems patiently and positively using a restorative approach
- Treat staff with respect- verbal or physical abuse will not be tolerated

Members of Staff in school are expected to:

- Model the school values
- Use positive language with the children
- Deal with all behaviour in a calm, consistent and restorative manner, deciding when behaviour needs to be addressed immediately and when it is best for a sanction/conversation at a later point (especially to allow children to calm down first)
- Encourage positive behaviour by reminding children of the school values
- Celebrate positive behaviour verbally and by using the school system of rewards
- **Consistently** follow the Behaviour Policy and share this with any external visitors
- Listen to children, making it clear through their response that their comments are taken seriously and are of importance
- Actively support the Behaviour Policy through implementing the restorative approach and initiating restorative conversations with children involved

- Monitor repeating behaviours, use 'time out', ABCC charts where relevant (see Appendix 3), Individual Behaviour Plans and adapt provision accordingly to meet individual needs, as appropriate
- All staff are expected to input any significantly negative behavioural incidents on CPOMS, the software system used to record such occurrences using factual and appropriate language
- Lunchtime supervisors will award house points and stickers at lunch time for Citizenship Values and report incidents of poor/positive behaviour to class teachers
- Reflect regularly on the Behaviour Policy and seek advice from the Headteacher and SENCO as necessary
- Live these values at school and online

Governors are expected to:

- Refer any parents who may approach them regarding specific or general issues with behaviour, to the Headteacher in the first instance
- Know, support and promote the school's Behaviour Policy
- Evaluate the effectiveness of the Behaviour Policy and hold the Headteacher to account for its implementation

Positive behaviours and school system of rewards

Our pupils and staff are expected to be considerate of each other and our surroundings and to always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise regarding our school values and recognition through rewards such as:

- Celebration Assembly—to recognise Braishfield school values
- House Points/Termly Whole House reward for School House with most House Points
- Whole class reward – celebrating positive behaviour (including attitudes to learning) of whole class, helping to build a sense of class cohesion
- Headteacher Merit- certificates from the Headteacher to celebrate positive behaviour/growth mindset and positive attitude to learning
- Stickers to celebrate positive behaviour choices and examples set
- Verbal recognition and spotlighting of positive behaviours and learning habits
- Opportunities to be recognised as school role models by being given additional opportunities or responsibilities- conducting visitor tours, sitting on the bench in assembly, taking messages

Reporting Incidents- CPOMS

CPOMS is a software system used by the school for monitoring safeguarding, wellbeing and all pastoral issues. All significant incidents will be recorded on here, including persistent low-level behaviours and those of a more serious nature, which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding, theft or damage to property etc.)

Incidents of poor behaviour during lunchtimes are also verbally shared with the class teacher and, if appropriate, the Headteacher.

Teachers will contact and involve parents at the earliest possible stage if problems are persistent or recurring and an Individual Behaviour Plan will be put in place if appropriate.

Sanctions

Sadly, there will be times when children choose to behave in a manner not in keeping with the school rules and expectations. Children need to discover where the bounds of acceptable behaviour lie, as this is an important part of growing up. Examples of sanctions are:

- First verbal warning followed by reminder of making a better choice next time
- Move child to an area where they cannot disturb learning of others or consider 'Time out' inside or outside classroom *
- Minutes off playtime (up to 5 minutes) to complete work not done in the lesson *
- Move child to another class or to the Headteacher's office to complete work *
- Outlining with a de-regulated child that there will be a conversation/sanction at a later date, once the child is calm
- * If not possible for the child to complete the work, then reflection form to be given to the child to complete independently
- * If necessary, any work not completed to be sent home and communicated to parents via class teacher

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences. **Each lesson/new day is a fresh start.**

Procedures for Dealing with Major Breaches of Discipline (to include any or all of the following):

- A verbal warning by the Headteacher as to future conduct
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- An Individual Behaviour Management Plan is reviewed and any risk assessments completed
- A meeting involving parents and support agencies
- If the problem is severe or recurring, then temporary or permanent exclusion procedures are implemented in line with County procedures
- Parents have the right of appeal to the Governing Body against any decision to exclude

NB A very serious problem may result in the normal procedure being overruled and a child being taken home straight away following an immediate exclusion from school, in which cases the County's procedures are followed.

Intervention and Restraint

All staff are aware of the Government’s guidance for using reasonable force in school and will follow the advice in lines with this guidance. Should a child’s behaviour mean that their own safety or the safety of others is in immediate danger, staff will use physical restraint.

The child should be removed from the situation as soon as possible and taken to the Headteacher who will take immediate action to involve parents.

A physical restraint form and incident form should be filled in and the situation discussed with the Headteacher, as per the school’s Restrictive Physical Intervention Policy.

Searching, Screening and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected. It helps schools establish an environment where everyone is safe and high standards of behaviour are maintained through which pupils can learn and thrive.

The Headteacher and the staff she authorises have a statutory power to search a pupil if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. All searches shall be carried out in accordance with the guidance in ***DfE Searching, Screening & Confiscation July 2022*** and the Headteacher and authorised staff shall be conversant with this document. Prohibited items are defined in paragraph 3 of this document.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

School staff can confiscate, retain or dispose of a pupil’s property as a disciplinary penalty in the same circumstances as other disciplinary penalties. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Agreed by staff: November 2025

Ratified by Governors: November 2025

Date for review: November 2026

Appendix 1 Sanctions and recording chart

Appendix 2 Hampshire Bullying and Racist Incident form

Appendix 3 ABCC chart

Appendix 4 Behaviour Risk Assessment

Appendix 1 Sanctions and recording chart

	Stage 1	Stage 2	Stage 3	Stage 4
Behaviour	<p>Low level disruption</p> <ul style="list-style-type: none"> • Calling out • Disturbing others • Not on task • Talking out of turn 	<p>Behaviour repeated, e.g.</p> <ul style="list-style-type: none"> • Initial warning ignored • Answering back/negative attitude 	<p>Behaviour appears to be escalating:</p> <ul style="list-style-type: none"> • Evidence of anger/frustration • Persistent or aggressive answers • Negative attitude • Someone else is upset or hurt <p>NB – for a very serious lack of respect/physical or verbal abuse to peers or adults go straight to Stage 4.</p>	<p>Dangerous, destructive or deliberately disrespectful behaviour. The preceding stages may need to be by – passed where behaviour is deemed to be very serious.</p> <ul style="list-style-type: none"> • Bullying • Refusal to respond to authority • Loss of control leading to injury or damage • Inappropriate behaviour • Deliberate destruction/destroying of property • Stealing • Leaving school premises without permission • Bringing dangerous objects or substances to school
Actions and Consequences	<ul style="list-style-type: none"> • Initial, quiet, visual or verbal warning 	<ul style="list-style-type: none"> • Move child to a quieter area within classroom so not disturbing others • Time out in own classroom • Completion of a reflection form as necessary 	<ul style="list-style-type: none"> • De-escalation techniques such as distraction to diffuse situation • Minutes deducted from playtime to do work not completed in lesson • Completion of a reflection form as necessary 	<ul style="list-style-type: none"> • Headteacher called • Where appropriate child moved to another class or to Headteacher’s office • Phone call to parents • In extreme cases – fixed term exclusion
Level of recording		<p>Record behaviour incident using CPOMS; Individual Behaviour Management Plan (IBMP) set up if CPOMS tracking reveals persistent issue, inform parents that behaviour is being monitored if persistent low-level disruption.</p>	<p>Record using CPOMS to monitor behaviour; regular communication with parents/ wider staff team (inc SENCO) involved and other agencies could be considered individualised behaviour chart set up with the child if appropriate.</p>	<p>Continuing use of IBMP, CPOMS, updated weekly or daily; weekly or daily staff team meetings; daily communication with parents; Hampshire Inclusions team or other agencies (e.g. primary Behaviour Service) likely to be involved.</p>

Appendix 2 Hampshire Bullying and Racist Incident form

Hampshire Bullying And Racist Incident Record Form							
School Detail							
School Name							
Academic Year		Date of Record		Racist Incident	<input type="checkbox"/>	Bullying Incident	<input type="checkbox"/>
Incident (Select the option which best fits the situation)							
Type of Incident <i>(Select one option only)</i>	Related to race, religion or culture <input type="checkbox"/>	Related to special educational needs (SEN) or disabilities <input type="checkbox"/>	Related to appearance or health conditions <input type="checkbox"/>	Related to sexual orientation <input type="checkbox"/>	Related to home circumstances (e.g. young carers, looked after children) <input type="checkbox"/>	Related to gender or gender identity (sexist, sexual or transphobic) <input type="checkbox"/>	Other <input type="checkbox"/> <i>(Please specify within summary of incident field)</i>
Method <i>(Select all options which apply)</i>	Verbal <input type="checkbox"/>	Physical <input type="checkbox"/>	Cyber bullying <input type="checkbox"/>	Indirect <input type="checkbox"/>			
	Written derogatory comments <input type="checkbox"/>	Racist comments in the course of discussion <input type="checkbox"/>	Refused to co-operate with other because of religion, ethnicity/language <input type="checkbox"/>	Incitement of others to behave in a racist manner <input type="checkbox"/>			
	Use of weapon <input type="checkbox"/>	Abuse of personal property / of family <input type="checkbox"/>	Racist graffiti/material /insignia <input type="checkbox"/>	Attempts to recruit others to racist organisations <input type="checkbox"/>			
Location of Incident							
Date of Incident		Time of Incident					
Summary of Incident	<p><u>Background Information:</u></p> <p><u>Nature of Incident:</u></p> <p><u>Frequency and Duration of Behaviour:</u> <i>(Tick as appropriate)</i></p> <p>Once or Twice <input type="checkbox"/> Persistent throughout 2 months <input type="checkbox"/></p> <p>Several times each week <input type="checkbox"/> Persistent for more than a year <input type="checkbox"/></p>						
Staff Detail							
To whom the incident was reported				Position			
Pupil Name	Pupil Involvement <i>(Aggressor, Target, Witness, Participant, Bystander,)</i>	Gender	Year Group	Ethnicity <i>(Grp A, B, C, D,E or F)</i>	Has pupil provided a description of incident? <i>(If yes, please attach)</i>		

Please specify Ethnicity Groups:
 A - White, B - Mixed, C - Asian or Asian British, D - Black or Black British, E - Chinese or other ethnic group,
 F – White Irish Traveller or Gypsy/Roma

Appendix 3 ABCC chart

ABCC Chart

Name.....

Class.....

DATE/ TIME	ANTECEDENT	BEHAVIOUR	CONSEQUENCE	COMMUNICATIVE FUNCTION

Appendix 4 Behaviour Risk Assessment

BEHAVIOUR RISK ASSESSMENT						
Pupil:		Completed by:		Date:	Review date:	
Behaviours causing concern						
The following codes are used to complete the attached risk assessment	Target T = Themselves S = Staff V = Visitors to school or members of the public in the community C = Children, in or out of school, vulnerable or otherwise P = Property		Probability HL = Highly likely. More likely than not to occur L = Likely. Probable that the behaviour will occur again U = Unlikely Strategies/changes mean that the behaviour is unlikely to reoccur soon		Seriousness A = Medical attention beyond first aid. Extensive damage to property, significant distress to self and/or others or lengthy disruption to school routines B = Requiring first aid on site. Minor damage to property. Some distress to self and others. Brief disruption to school routines C = No physical injury or damage to property. Minor distress	
	Behaviour/Risk	Target	Probability	Seriousness	Influencing factors	
Verbal abuse						
Kicking						
Punching						
Biting/scratching/spitting						
Hair pulling						
Physical intimidation						
Other (please specify)						
Property destruction						
Running away from situation						
Running off site						
Refusal to move						
Using equipment as a weapon						
Use of a weapon						
Other (please specify)						
Possible influencing factors						
1. Periods of unstructured activity	2. Transition times	3. Availability of dangerous equipment	4. Changes to routine – home, school or other	5. Environment noise, crowds distraction, etc	6. Particular pupils or adults (specify)	7. Other (specify)
What needs to be in place when working with this pupil? e.g. number of staff, training, clothing, etc.						