

Braybrook Primary Academy

Behaviour Policy



Approved by: Chief Executive

Date:

Last reviewed: September 2025

Next review due by: September 2027



Braybrook Primary Academy

Behaviour Policy

At Braybrook Primary Academy, we believe that all children and adults have the right to feel safe, secure and valued and to be treated with respect, and to undertake learning without disruption.

We put great emphasis on the importance of positive behaviour and interacting with others in respectful ways – we model creating positive relationships through the things that we do and say. We aim to provide care and support for our children and to support them in learning how to best manage their behaviour appropriately. At Braybrook Primary Academy, we believe that children have a responsibility to care for themselves, other people and their school.

Our school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive reinforcement strategies, promoting, praising, celebrating and rewarding good behaviour. Through this positive approach, we aim to pre-empt inappropriate behaviour, thereby enabling us to focus on the desired behaviours.

We expect all adults and children to:

- treat each other with courtesy and consideration, by treating others as we wish to be treated ourselves.
- talk and listen to one another, in order to understand and respect each other, making sure we hear all sides and do not jump to conclusions.
- be fair and consistent to each other - however we recognise that by treating people fairly we may not treat everyone the same.
- value, take pride in and care for the school, by looking after school property and equipment.

Through the success of our Behaviour Policy, we aim to:

- create a calm, purposeful, safe and happy learning environment.
- foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- encourage each child to take responsibility for his / her own behaviour, leading to increasing independence and self-discipline.
- create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- work in partnership with parents in dealing with any behavioural issues.
- encourage respect for individuals.
- lead by example in the way that we treat each other and the children in our care.

In order to achieve these aims:

All staff should:

- follow the school's policy and approach to behaviour, ensuring consistency and equity in its use.
- act as a role model for desired behaviour, treating all adults and children with respect.
- display the 'REACH' values and behavioural expectations clearly, referring to them frequently when discussing and reinforcing the desired behaviours.
- explain how our mission statement and values underpin our 'REACH' slogan.
- be as consistent and fair as possible in the use of rewards and sanctions (using levels of behaviour document), taking into account each individual child's needs.
- make children aware of appropriate and expected behaviours in all situations.
- be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues with a whole school ownership and strategy.
- focus on good behaviour and positive reinforcement to raise self esteem, giving praise for good behaviour and achievements and actively trying to 'catch the children being good'.
- create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, changing activities etc.
- ensure that each child has work appropriate to his / her level of ability.
- be punctual in collecting classes and ensure that children are never left unattended.
- deal with problems calmly, using a restorative approach to dealing with incidents
- work in partnership with parents in dealing with any behavioural issue, informing them of an incident as soon as possible and explaining how it has been dealt with.
- work closely with senior leaders and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.
- remind children that they are representatives of the school when they are on their way to and from school and on school trips.
- keep organised behaviour records, logging behaviour onto Arbor and completing ABCs where necessary.

Pupils should:

- understand the 'REACH' values and the meanings which underpin it.
- take responsibility for their actions and recognise and reflect on their impact, in line with our school values.
- have the opportunity to reflect on and talk about issues once they are calm.
- co-operate readily with all school staff.

Parents should:

- Work in partnership with the school, to promote high standards of behaviour at all times.
- Be positive role models at all times, conducting themselves appropriately whilst on the school premises.
- Support the school and its behaviour policy, in applying both its rewards and sanctions.
- Help the children to understand the rules and the need for them in an ordered society.
- Ensure that their child attends school regularly and punctually and notify the school of reasons for absence.

Braybrook's VALUES and expectations:

Braybrook Primary Academy has five key values which underpin the behaviour expectations at our school. These are widely communicated and frequently revisited with children, through displays, PSHE opportunities, assemblies and follow-up conversations when behaviours are discussed and reflected upon.



The 'REACH' values

- R espectful and responsible
- E verybody matters
- A spire and achieve
- C onfident individuals
- H appy and healthy.

In addition to the '**REACH**' values, each class draws up their own set of rules and expectations in alignment with REACH values, which are discussed and agreed upon by the members of the class. These are then shared and discussed within each class, and put together. An example is below:

Sanctions for Inappropriate Behaviour:

At Braybrook Primary Academy, we have a 'Levels of Behaviour' document (appendix 3), to ensure consistency when addressing behaviours. This is used in conjunction with a traffic light system so the children can visually see the consequences for negative behaviour (moving from green to amber to red) and it also shows positive behaviour (moving up to the diamond).

- For minor incidents (e.g. time wasting, swinging on a chair, talking out of turn), children are issued with verbal reminders to stop.
- For continued incidents or more serious incidents (e.g. calling out, walking around, rude noises, constant talking, arguing): the child may progress towards amber. This can incur a sanction, such as 5 minutes away from golden time, or lost break/lunch times.
- For continued incidents or more serious incidents (refusing to comply; swearing or other verbal abuse towards children or adults; damaging property, preventing Teaching and Learning), a 'yellow form' (appendix 4) can be issued, requesting attendance by SLT. This leads to a sanction and a member of the Leadership Team contacting parents to make them aware of the issues that have arisen. Yellow forms will impact on the end of term reward day. All yellow form incidents are logged onto Arbor which are reported directly to SLT.

Prejudicial, homophobic, racial and bullying incidents are logged, recorded, and reported to the Local Governing Board and to the PRFE.

- Yellow forms are all logged and tracked by members of SLT. For incidents where behaviour has been a concern (but a yellow form not issued), a behaviour log is recorded onto Arbor. For behaviours which are also a safeguarding concern (e.g. sexualised behaviours), the member of staff must discuss this with a DSL and report it onto MyConcern.
- Where behaviour is challenging and patterns are identified in yellow forms/behaviour logs on Arbor, the Headteacher / Deputy Headteacher and class teacher will meet with parents and the child (if appropriate) and keep the behaviour under review. At this stage it may be appropriate to implement an Individual Behaviour Plan (IBP) which is established collaboratively by the Headteacher / Deputy Headteacher / Pastoral Lead, along with parents / carers and the child. This is then reviewed monthly with parents, or as appropriate (see Appendix 5).
- If lunchtime behaviour is a concern, the child may be asked to go home for lunch, in agreement with parents, or may be offered a place in the 'Launch Pad' lunch club to alleviate pressure points during unstructured times.
- Serious behavioural incidents can result in an exclusion (internal or external) at the Headteacher's discretion. A letter will be sent home to parents and a meeting held. For fixed term exclusions, this will be reported to both the DLPT and Peterborough County Council, in line with the government criteria found at <https://www.gov.uk/government/publications/school-exclusion>
- If the child has a series of exclusions and there are no improvements in behaviour following a multi-agency approach to support, or if other children are being put at risk on a daily basis: this may lead to a Permanent Exclusion (Following LA guidelines).

Strategies to Support Inclusion

- Observing pupils and advising on appropriate strategies to best support them
- Supporting APDRs or IBPs if not SEND or without EHCP
- PSHE time
- Anger management strategies, supported by input from the SENDCo and Pastoral leads
- Class profiles - looking at a child's behaviour in relation to the rest of the class
- Drop-in advice sessions with staff
- SEND referrals
- Educational Psychologist referral
- Pastoral Support Plan – an improvement plan to support children at risk of exclusion
- Regular meetings with parents
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Referral to Behaviour Panel
- Individual Behaviour Plans

What is Bullying? (See separate Anti-bullying policy)

There are many definitions of bullying, but we consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often, over a period of time
- Targeted, or aimed persistently at one child or group of children
- Difficult for victims to defend themselves against

The three main types of bullying are:

- **Physical** - hitting, kicking, taking belongings
- **Verbal** - name-calling, insulting, making offensive remarks
- **Indirect** - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, being a bystander

Bullying will not be tolerated at Braybrook Primary Academy

Any suggestion that bullying is taking place will be investigated.

Whole School Strategies:

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

- Whole school approach to anti bullying
- PSHE time
- Assemblies (whole school and class assemblies)
- Monitoring of playground by staff on duty
- Playground Patrol by SLT (daily)

What staff should do...?

- Listen to the victim, bully and any other pupils with information – log facts, not opinion
- Meet with the Head or Deputy Head to discuss next steps. Other staff may also be involved, depending on their knowledge of the children

The next steps will usually be to:

- Meet separately with the victim and bully.
- Reassure the victim that s/he is safe; explain that bullying will not be tolerated.
- Explain that all relevant staff will be made aware of the situation and will be monitoring it.
- Meet with the parents of the victim/bully and explain all your actions. Arrange another meeting to review the situation.
- Check regularly with the victim.
- Meet with a group of friends of the victim and encourage them to report any incident.
- Meet with the peer group of the victim and bully. This should be led by a senior member of staff and the class teacher.

What parents should do . . .

- Listen to your child and try to remain calm. An emotional reaction can worry the child so that they will not tell you of their concerns.
- Make an appointment to see the class teacher to share your concerns.
- Give the classteacher the facts.
- Reassure your child that the school will deal with the bullying and encourage him/her not to fight back.

What children should do . . .?

- Tell the class teacher if s/he feels threatened and unsafe
- Stay with a group of friends
- Talk to their parents
- Tell the class teacher when anything else happens or when it has improved



Appendix 1

Braybrook Primary Academy's Values





Appendix 2

DOJO REWARDS

Every 25 Dojo's you can choose a reward.

Every 1000 Dojo's the class will get a special reward.

 AR book quiz 100%	 AR book quiz 80%/90%	 Aspire and achieve	 Confident individual
 Daily Mile	 Everybody matters.	 Fantastic Writing	 Go Noodle champion.
 Happy and healthy	 Incredible intervention	 Marvelous maths!	 Numbot certificate
 Respectful and responsible.	 Spectacular spelling!	 Super concentration.	 Super reading!
 TF Rockstars	 Working hard	 Add skills	

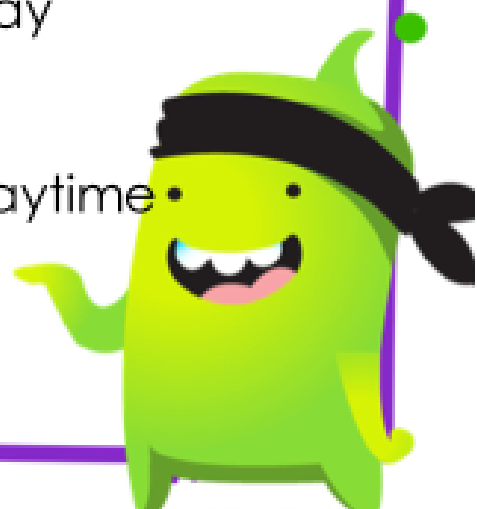




DOJO REWARDS

25 DOJO'S

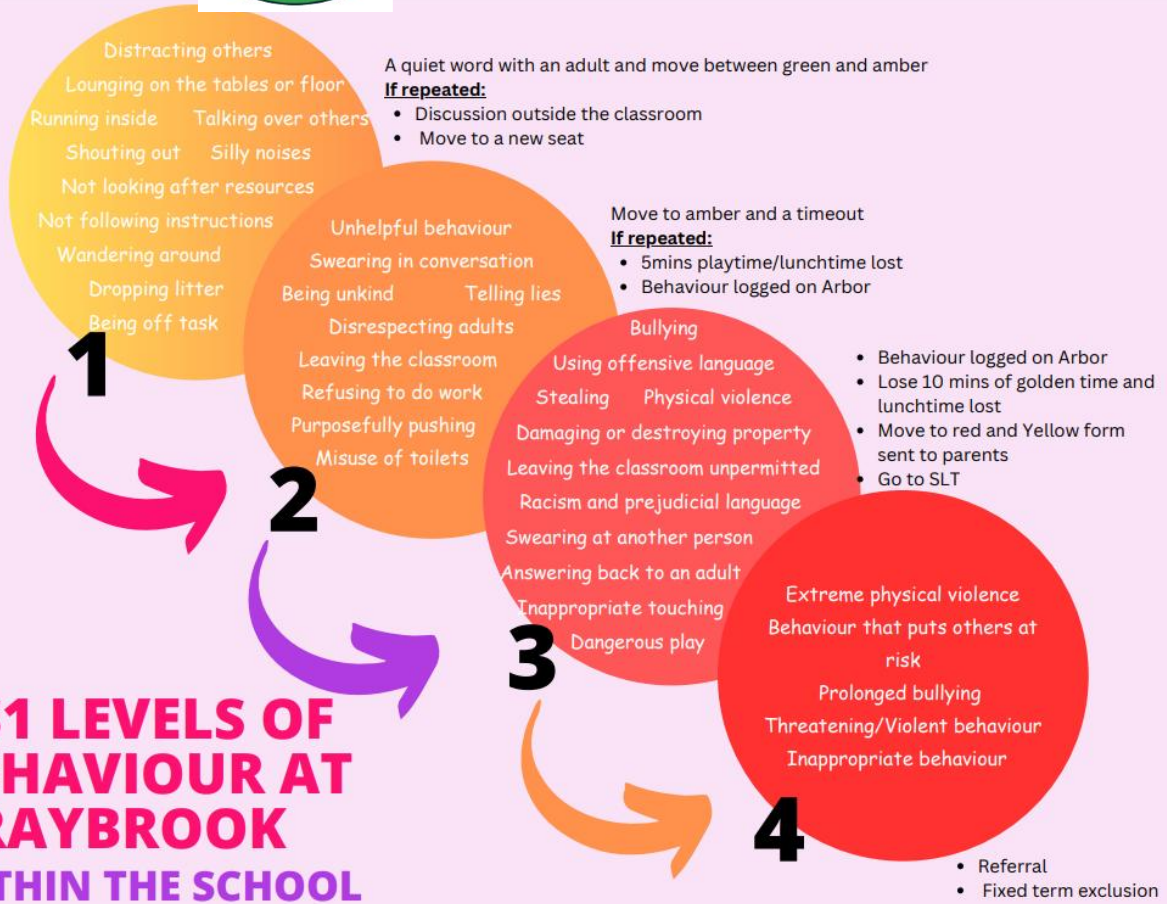
- *Treat from the Golden box
- *Wear your slippers in school for the day
- *Extra playtime
- *Sit in the Teacher's chair for the day
- *Bring in your favourite cuddly toy
- *Sit with a friend for the day
- *Show and Tell
- *Chromebook/Ipad at playtime
- *Be First in line



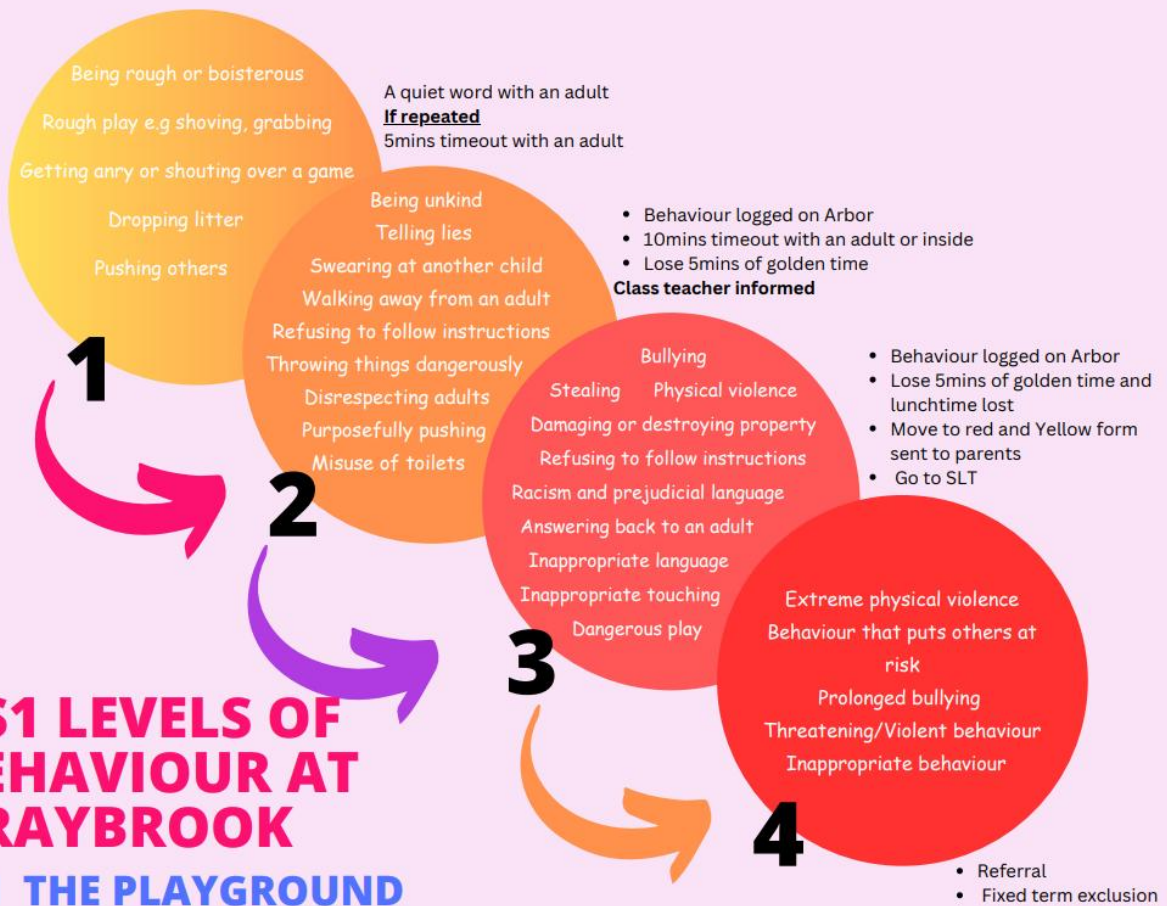


Appendix 3

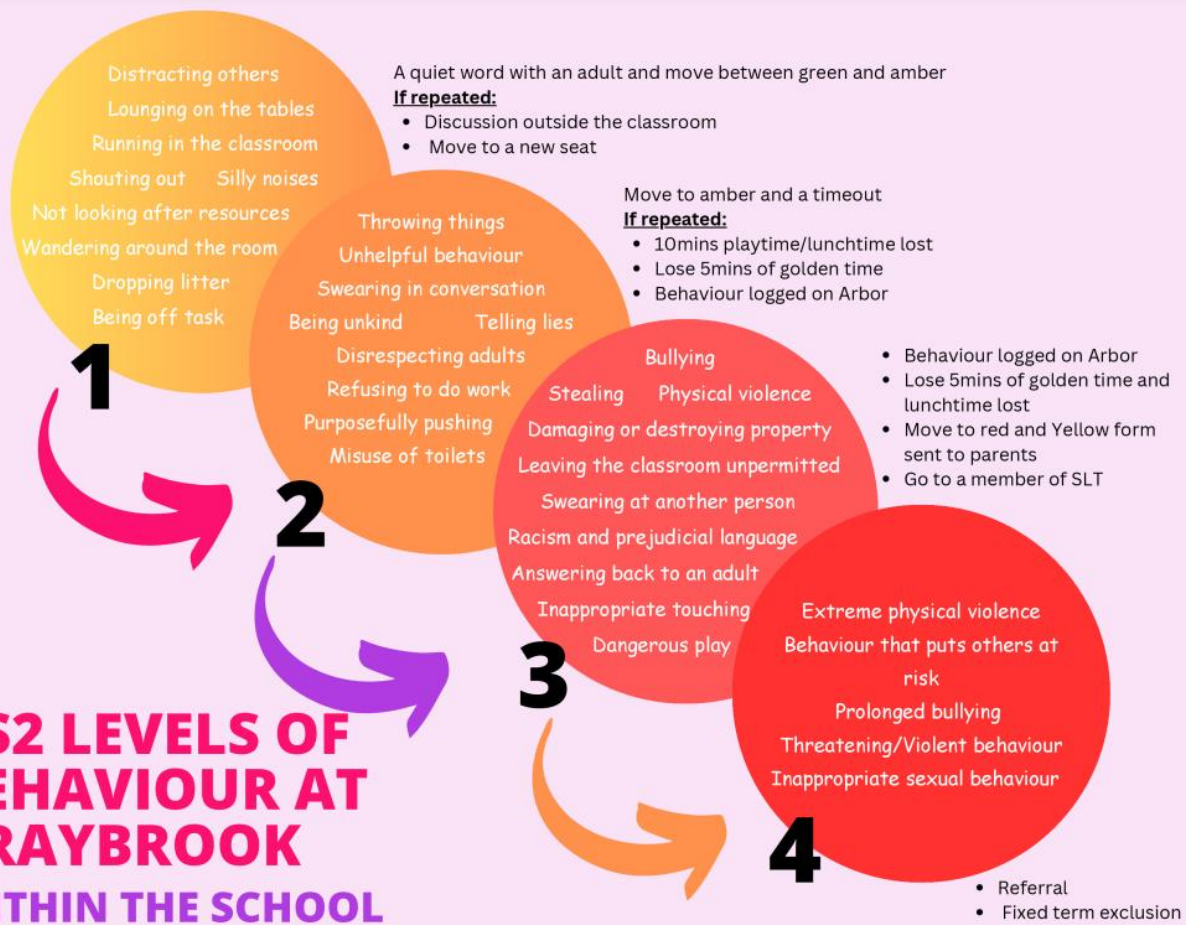
KS1 LEVELS OF BEHAVIOUR AT BRAYBROOK WITHIN THE SCHOOL



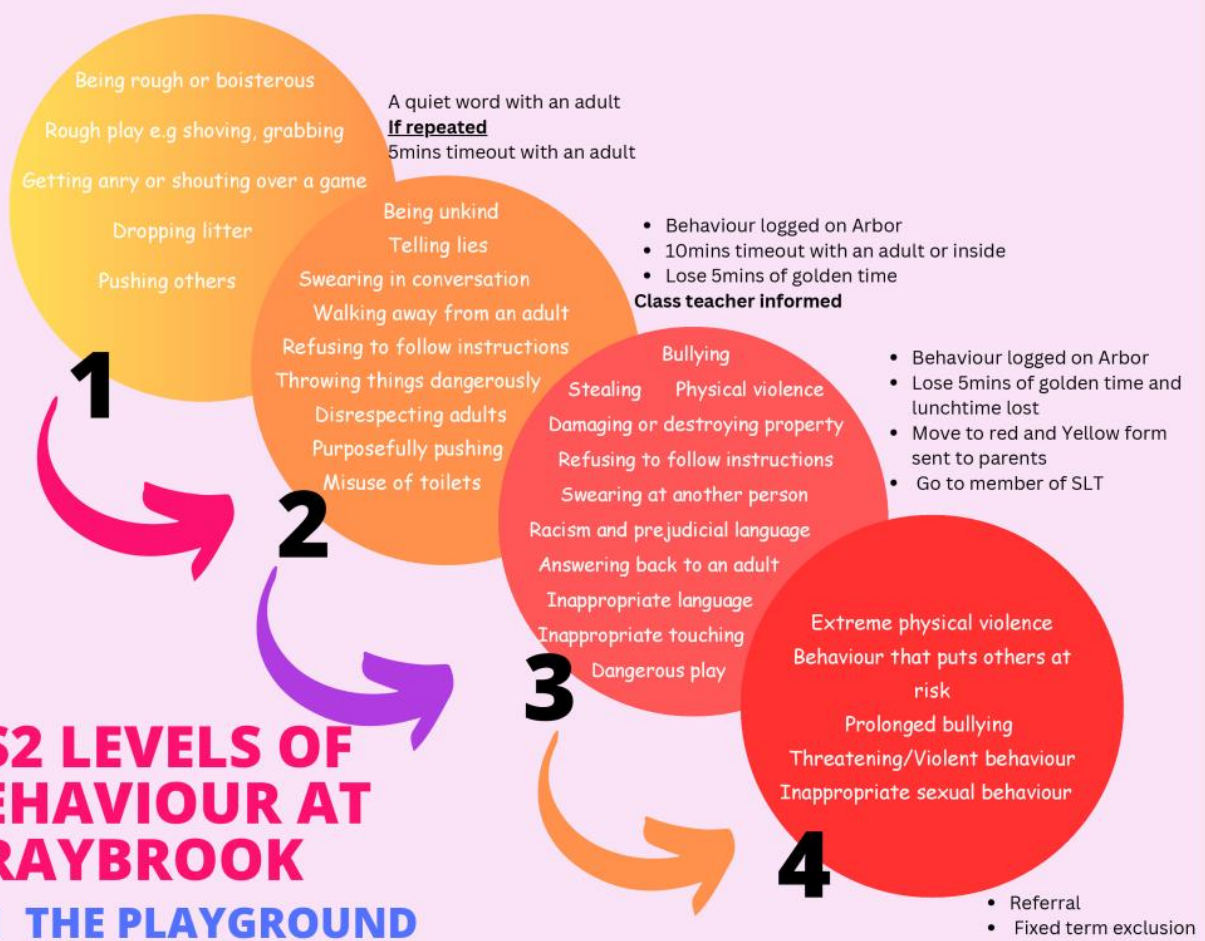
KS1 LEVELS OF BEHAVIOUR AT BRAYBROOK ON THE PLAYGROUND



KS2 LEVELS OF BEHAVIOUR AT BRAYBROOK WITHIN THE SCHOOL



KS2 LEVELS OF BEHAVIOUR AT BRAYBROOK ON THE PLAYGROUND



Appendix 4



Yellow Form Braybrook Primary Academy Not following School Rules



Name:	Class and Year:	Date: Time:
Incident and location:		
What led up to the incident:		
Reported to:	Reported by:	
Action taken:		
Signed:	Date:	





Appendix 5

Individual Behaviour Plan Format – Example IBP

Braybrook Primary School Individual Behaviour Plan

Name:

Class:

Date of Plan:

Behaviour Targets: *(Maximum of 3 to be negotiated with the pupil)*

Background Information:

Behaviour Triggers:

Topography of Behaviour: (Describe what the behaviour looks like)

Preferred Support & Intervention Strategies:

Recording and notifications required: *(inc. review date & time)*

Agreed by :

Pupil:

Parent:

Headteacher: