Brompton Community Primary School.

Behaviour policy and statement of behaviour principles.

Approved by:	School and Governing Body	Date: October 2025
Last reviewed on:	September 2025	
Next review due by: Jane Byrne	September 2026	

"It is the right of every child to learn and every teacher to teach."

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1. Policy Statement

We believe that school is a preparation for life and work and that appropriate behaviour, positive attitude, and the ability to make the right choices and achievement are an integral part of this preparation.

It is up to every member of the school community to ensure that we create a climate in which these rights can be realised, by adhering to a number of fundamental principles.

It is the aim of all staff (teaching and non-teaching) to work conscientiously towards the vision and values of the school, supporting all children, and each other to the best of their abilities, in a positive climate of mutual respect. In turn, high standards of courtesy and respect for others are to be expected from the children.

'Legacy' is the vehicle used to drive aspects of the curriculum that we believe to be the foundation and ethos of our school. As we hang everything off 'Happiness Through Learning' we are also using 'Legacy' to promote Personal, Social, Health, Moral, Cultural, Spiritual, Emotional aspects of learning. Alongside this we promote the values and principals of the Convention in order to become a Rights Respecting School, ensuring that all children's rights are learned, understood and lived in school.

Legacy will turn our Vision into action, purpose into practice and pressure into results. It will help us all to accept that 'Good isn't Good enough' and to be the best that we can be. As a result, Brompton Community Primary School will be a better place than when we found it.

'Build your Legacy - This is Your Time'

2. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management with parental co-operation and involvement
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions** to encourage a calm, purposeful and happy atmosphere within the school
- To ensure that a climate of **respect** is shown for one another, all property and the school environment.
- To foster **positive, caring attitudes** towards everyone where achievements at all levels are valued
- To encourage **independence and self-discipline** so that each pupil learns to accept responsibility for their own behaviour
- To provide a secure, positive, safe and effective **learning environment**
- To allow each pupil, regardless of their needs to reach his or her **potential**

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

4. Definitions

Misbehaviour is defined as:
- Disruption in lessons or at break and lunchtimes
- Non-completion of classwork
- Disrespectful attitude

Serious misbehaviour is defined as:
- Any form of bullying
- Behaviour that causes humiliation, pain, fear or intimidation
- Vandalism/Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

6. Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as Child on Child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of Child on Child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding Child on Child abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on Child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's or college's policy and procedures with regards to Child on Child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

7. Roles and Responsibilities

7.1 The governing body
The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

7.2 The headteacher
The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body.

Well managed schools create cultures where pupils and staff flourish in safety and dignity. The headteacher will lead the creation and reinforcement of this culture ensuring it permeates through every aspect of school life. She will promote self-discipline, good behaviour, respect for others hence preventing bullying, outlines sanctions when policy is breached, guidelines on appropriate behaviour outside of the school and effective communication between school and parents. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

7.3 Staff
Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

7.4 Parents

Parents are expected to:
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

8. Pupil Code of Conduct

Pupils are expected to:
- Behave in a tolerant and self-controlled way
- Show respect to all
- Not to be a barrier to learning in class
- Walk and move quietly around the school (Be wary of 'Hot Spot' areas)
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Be proud to represent Brompton in and out of school

9. Rewards and sanctions

9.1 List of rewards and sanctions

Positive behaviour will be rewarded with:
- Praise
- Legacy points
- Entry in Standing Out for the Right Reason Book
- Certificates and Gifts
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

We may use isolation in response to serious incidents during lessons if they are disruptive.

9.2 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

10. Behaviour management

10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. We pride ourselves in knowing our children and having close relationships with our parents.

In the classroom our teachers will:
- Provide a place in our breakfast club if necessary
- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display their own classroom rules
    - Legacy Principles to be displayed and regularly referred to and upheld
    - 'Rights and Responsibilities' will be displayed and regularly referred to and upheld.
        - School priorities will be shared with each class and all pupils.
- Develop a positive relationship with pupils, which may include:
    - Establishing clear routines
    - Highlighting and promoting good behaviour
    - Setting appropriate boundaries for pupil behaviour
    - Showing empathy and understanding of pupils needs
    - Actively listening to pupils and validating their feelings
    - Teaching strategies for self-regulation, such as calming techniques and problem-solving skills.
    - Encouraging pupils to name and express emotions appropriately
    - Modelling respectful communication and emotional awareness.
    - Providing feedback in a way that individual pupils can relate to.
    - Using rewards to encourage the learning and use of appropriate behaviour.
    - Using proportionate consequences to discourage inappropriate behaviour while maintaining dignity and respect
    - Working in partnership with parents to support emotional development and wellbeing.
    - Showing respect and understanding to everyone in the school community
    - Taking care of our school and make it a welcoming place

10.2 Physical restraint

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

- Causing disorder
- 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
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log) and to the Local Authority

10.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

10.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training
Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements
This behaviour policy will be reviewed by the headteacher and full Governing Body every annually. At each review, the policy will be approved by the headteacher.

14. Links with other policies
This behaviour policy is linked to the following policies:
- Exclusions policy
- Safeguarding/Child Protection policy
- Anti Bullying Policy

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