

Brompton Community Primary School

Behaviour Policy



Approved by: **School and Governing Body**

Last Reviewed on: **September 2026**

Next Review due: **September 2027**

Mrs Bianca James

Policy Statement

At Brompton Community Primary School, we believe that positive behaviour is an essential condition for effective learning and for happy children and staff. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair.

As a whole school community, we expect high standards of personal behaviour, which are based on respect for every individual. We place self-discipline, self-worth and responsibility at the heart of all that we do in order to provide opportunities for all pupils to thrive and develop. We believe that pupils learn best when they feel safe and happy in school.

Positive behaviour enables all pupils to feel valued, cared for and safe. In order to promote positive behaviour, we aim to emphasise potential, rewarding successes both inside and outside of school; giving praise for effort and achievement.

We also recognise that pupils need to feel a real sense of fairness and justice, and as such understand the need for appropriate and consistent sanctions when standards are not maintained. We expect all adults in our setting to provide the highest example of care, consideration and respectful behaviour, fostering positive and effective learning behaviours.

Through our curriculum values, we believe that all children can develop high levels of independence and self-discipline which will prepare them well for life. We ask that parents and carers work with the school in helping to foster positive attitudes and behaviour.

It is the aim of all staff 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.

By cultivating a safe and supportive learning environment, Brompton empowers its pupils to take risks, learn from their mistakes, and support one another. This fosters the intrinsic motivation that is central to the school's vision and values.

Vision and Values

At Brompton Community Primary School, we value and celebrate the unique qualities every child and young person possesses. Our aim is to nurture those qualities by providing a broad, balanced, and holistic education bespoke to the individual needs of the child.

We are an inclusive, trauma-informed school that recognises the impact trauma has on the emotional and psychological development of children. Our aim is to create an environment in which children feel loved, supported, and safe so that they overcome their barriers to learning and thrive academically.

We have high expectations and aspirations for our pupils and believe that every child should leave Brompton fully prepared for life in an ever-changing world. We believe in our pupils; they are unique, talented, and extraordinary. Making them recognise this, lies at the heart of everything we do.

We are a caring school community, whose 'Legacy' core values are the vehicle used to drive aspects of the curriculum that we believe to be the foundation and ethos of our school.

'LEGACY' represents the following core values:

L – Leadership

"Our actions inspire others."

- We do the right thing, even when nobody is watching.
- We take responsibility.
- We help others.
- We show respect.

E – Embrace Challenge

"We are brave enough to try."

- We don't give up.
- We learn from mistakes.
- We welcome feedback.
- We believe effort leads to success.

G – Growth

"Every day is a chance to improve."

- We are curious.
- We ask questions.
- We reflect.
- We aim to be better today than yesterday.

A – Attitude

"We always choose what is right."

- We are honest.
- We are kind.
- We keep our promises.
- We are trusted.

C – Community

"Together everyone succeeds."

- We are inclusive.
- We support each other.
- We celebrate differences.
- We work as one team.

Y – You

"Leave every place and every person better because you were there."

- Be proud of your contribution.
- Take care of our school.
- Make a positive difference.
- Think about the impact you leave.
- Your Legacy matters.

Legal Framework

Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. All teachers and staff in charge of pupils have the power to discipline (Section 91- Education and Inspections Act 2006).

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019

- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education (KCSIE) 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

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

- Behaviour in Schools guidance July 2022 (<https://www.gov.uk/government/publications/behaviour-in-schools--2>)
- Suspension and Permanent Exclusion guidance July 2022 (<https://www.gov.uk/government/publications/school-exclusion>)
- Searching, screening and confiscation at school July 2022 (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>)
- Timpson Review May 2019 (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf)
- Use of reasonable force in schools July 2013 (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>)
- The Equality Act 2010
- Supporting pupils with medical conditions at school (<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3>)

It is also based on the special educational needs and disability (SEND) code of practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>).

In addition, this policy is based on:

- Section 175 of the Education Act 2002 (<https://www.legislation.gov.uk/ukpga/2002/32/section/175>) which outlines a school's duty to safeguard and promote the welfare of its learner
- Sections 88-94 of the Education and Inspections Act 2006 (<https://www.legislation.gov.uk/ukpga/2006/40/section/88>) which require schools to regulate learners' behaviour and publish a Behaviour & Relationships Policy and written statement of behaviour principles, and give schools the authority to confiscate learners' property
- DfE guidance (<https://www.gov.uk/guidance/what-maintained-schools-must-publishonline#behaviour-policy>) explaining that maintained schools should publish their Behaviour & Relationships Policy online

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)

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.

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 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 school 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 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.

Roles and Responsibilities

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.

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.

As a school

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage your child to reach their full potential
- Monitor and communicate with parents and carers regularly on your child's progress
- Provide a broad and inclusive curriculum that caters for all children, alongside a full enrichment offer where every child has access to outdoor learning, sports and the creative arts
- Promote high standards of behaviour so we can maintain a safe environment for all children
- Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem
- Offer meaningful opportunities for parents and carers to get involved in school life and parental forums
- Communicate between home and school through accessible and clear notices, newsletters, text, email, Class Dojo and the school website
- Respond to communications from parents and carers in a timely manner, following the school communication policies
- Encourage good attendance, address any concerns with parents or carers where necessary, and provide support where possible

Parents/carers

- Make sure my child attends school regularly and on time, working collaboratively with the school to address any barriers to attendance. I will notify the school if my child will be absent
- Make sure my child is dressed in the correct uniform and brings their PE kit to school where necessary
- Support the school to make sure my child maintains a consistently high standard of behaviour
- Encourage my child to try their best so they can reach their full potential
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Make sure communication with the school is effective and respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff
- Understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that
- Encourage my child to complete homework on time, try their best, and actively engage in the school's enrichment opportunities
- Read and follow the school's policies
- Actively support the school's policy of being a mobile phone-free environment
- Treat all members of the school community with care and respect, both in person and online
- Engage in parent meetings and work together with the school to achieve the best outcomes for my child
- Read all communications sent home by the school and respond where necessary
- Act reasonably and respectfully when on school property

Pupils

- Arrive at school on time every day and be ready to learn
- Try my best to do my work and ask for help if I need it
- Wear the correct school uniform and bring my PE kit to school when I need it
- Bring all the equipment I need each day
- Be friendly and caring towards other children and adults, both in person and when using online devices
- Listen to instructions from the adults at school and follow the school rules
- Do my homework and bring it back to school on time
- Look after the school equipment and be respectful of the school environment
- Behave appropriately on the way to and from school
- Follow the rules to help make sure our school is a mobile phone-free environment

Our 'Beehave' Policy

Consistency is key: Our 'Beehave' shows pupils, parents and staff a clear guide to behaviour levels and to the rewards and sanctions which accompany them. These are displayed in every classroom and are agreed by all staff and pupils. The highest expectations should be afforded to all pupils – every single pupil can be a 'Brompton Bee' and should strive for this, however it is all of our responsibilities to offer the opportunities and environment in which they can flourish. All children are given a warning, a reminder and a consequence. Visuals of these should also be displayed in every classroom.

Brompton Bee



Always
model
behaviour

Leader for
positive
change

Follows the
legacy
principles

Standout



Helping
others

Consistently
showing kindness
and respect to
everyone

Positively
contributes

Ready



Turning up
prepared

Respectful
and using
good
manners

Showing
readiness
to learn

Positive
attitude to
learning

Good
listening
and indoor
voices

Reminder



Rude /
disrespectful

Not
listening

Not following
instructions

Lack of effort

Reflection time



Continually
disruptive

Continual refusal
to follow
instructions or
engage in lesson

Continually
poor
playground
behaviour

Parent Contact



Verbally,
physically or
emotionally
hurting others

Failure to
accept
behaviour
consequences

Rewards and Sanctions

Consistency is key: ALL members of staff must follow this document so that ALL children are treated equally and fairly.

Brompton Bee



Postcard
home from
Headteacher

Superstar
House Point

Celebrated
in
celebration
assembly

Standout



House
Points

Raffle
Tickets

'Caught
being good'
stickers

Parents
informed of
excellent
behaviour

Ready



Verbal
recognition

Positive
praise from
adults

Dojo points
rewarded

Stickers

Acknowledgement
for consistent
'readiness'

Reminder



Calm prompts

Verbal
reminder

Private
discussion
with adult

Reminder of
school rules

Reflection time



Time away from
class in an
alternative class
or setting

Opportunity for a
restorative
conversation outside
of learning time

Parent Contact



Discussion with parent of
next steps could include:

- Report Card
- Risk Assessment
- Time away from school

Levels of behaviour

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed. It would be impossible to list all possible behaviours and display these in an accessible manner for the children. It is important for staff to understand why a behaviour is being displayed as often a behaviour is a way of showing an unmet need. Here is an example of what misbehaviours may be categorised as:

Low Level	Moderate Level	Severe
Fidgeting	Constantly shouting out	Serious assault
Being silly, e.g giggling in class	Poor effort	Vandalism e.g damage to school property
Talking in class when they should be listening	Distracting others repeatedly	Physical/verbal threats made to staff or pupils
Late for school/forgotten PE Kit or planner, incorrect uniform	Poor attendance	Use of or in possession of drugs/solvents
Failing to stay on task	Continuously unprepared – no planner/no PE kit/not completed homework/not reading at home	Violent outbursts (verbal or physical)
Bad language (one-off)	Continually wearing items of non-uniform	Persistent, deliberate hurt to others – targeted
Dropping litter/failing to tidy after themselves	Ignoring adults	Leaving school without permission
Unkind remarks (one-off)	Stealing	
Telling tales to get others in trouble	Aggressive behaviour or language	
Leaving people out (one-off)	Repeatedly unkind or leaving people out	
	Persistent bad language	

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 and to the Local Authority

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.

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.

Fixed Period Suspensions (FPS) and Permanent Exclusions (PEX)

<https://www.gov.uk/school-discipline-exclusions> <https://www.gov.uk/government/publications/school-exclusion> We very rarely and reluctantly suspend or exclude pupils, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusions and suspensions, and the standard guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/642577/Guide-to-exclusion-statistics-05092017.pdf (pages 17 and 18).

We refer to this guidance in any decision to exclude or suspend a pupil from school. Only the Headteacher has the power to exclude or suspend a pupil from school. A pupil could be suspended for one or more fixed periods, for up to 45 days in any one school year. In the case of a suspension, documentation is delivered to the home (or sent directly to the parents' inbox) of the pupil on the first day. A reintegration meeting takes place with the parent and pupil before the pupil is returned to class. In extreme and exceptional circumstances, the Headteacher may recommend to the LA that they agree to a pupil being excluded permanently. It is also possible for the Headteacher to convert a fixed period suspension into a permanent exclusion, if the circumstances warrant this and further information has come to light. If the Headteacher excludes or suspends a pupil, parents and Local Authority (LA) are informed immediately, stating reasons. At the same time, the Headteacher makes it clear to parents that they can, if they wish, appeal against the decision to the LA. The school informs parents how to make any such appeal. The Headteacher informs the LA about any permanent exclusion and about any fixed period suspensions.

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.

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.

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. We keep comprehensive records concerning incidents of misconduct using a central communication system (CPOMs). The Headteacher keeps a record of any fixed period and permanent exclusions. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the School Behaviour Policy administered fairly and consistently. It will pay particular attention to matters of racial equality;

it will seek to ensure that the School abides by the guidance of the Equality Act and that no pupil is treated unfairly because of race, gender, disability or ethnic background.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding/Child Protection policy
- Anti Bullying Policy
- Positive Handling Policy

Reviewed by Bianca James September 2026