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Ofsted Good Provider
Inspire a love of learning, within a nurturing Christian environment

Behaviour Policy

Brockenhurst CE Primary School, Pre-School, & Nursery

Approved by:	Board of Governors	
Last reviewed on:	September 2026	
Next review due by:	September 2028	

Behaviour Policy
2026-2028

Positive Behaviour is a necessary part of the provisions we make at Brockenhurst C of E Primary and Pre-School to create an environment in which all members of the school community feel safe and secure.

1. Aims of our Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within our school community;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To raise children's self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety; and
- To encourage respect of property belonging to others

2. Expectations

At Brockenhurst C of E Primary and Pre-School we will actively help children throughout the school day by:

- Providing a positive role model for the children by treating each other with respect at all times.
- Supporting the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Rewarding good behaviour.
- Providing encouragement and stimulation to all pupils.
- Treating all children fairly and apply this policy in a consistent way.
- Ensuring that children are aware of the school's rules.
- Teaching, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

3. Procedure and Practice

At Brockenhurst C of E Primary and Pre-School, within our Christian context, all children are encouraged to:

- Develop self-discipline;
- Show consideration and respect for other children and adults;
- Show consideration and respect for the school, its property and its environment;
- Work together to maintain a happy co-operative family community;
- Be trustworthy and responsible;
- Be honest and fair;
- Treat their own belongings with care;
- Respect others' property;
- Respect and use equipment sensibly and safely;
- Be quiet and orderly in school;
- Behave safely and sensibly in the playground.

It is our policy to expect and value good behaviour and to have positive attitudes towards encouraging such behaviour. For this to be effective it is recognised that children understand the nature of appropriate behaviour and are taught what is unacceptable and anti-social, and why. Explaining and reasoning is at the heart of this policy.

All aspects of good behaviour should be encouraged not only in the daily life in school, but through an ethos of care, both of the individual and of the school as a whole 'family'. Every opportunity should be taken to show that good behaviour is recognised and valued, including at times of collective Worship, Religious Education and Personal Social & Health Education sessions, where moral issues can be raised and principled thinking can be encouraged. Development of such an ethos can be through the regular positive recognition of everyday acts of consideration, such as older children taking particular care of the younger. Regular recognition leads to the reinforcement of the importance we place on positive behaviour.

4. Encouraging Good Behaviour

We recognise that praise and encouragement are very effective rewards in promoting good behaviour and that they should be used at every appropriate opportunity.

We recognise that rewards may be for effort, for improvement in behaviour or for achievement at a level above that which is the child's usual norm. Agreed recognition is as follows:

- Praising the child and a special mention in celebration worship;
- Drawing it to the attention of the group or class;
- Reward stickers from staff, house points or Dojos;
- A special display of a piece of work;
- Sending to the Head Teacher for a special sticker or house point;
- Mention to the parent at home time and praise;

Where a child is having persistent problems in coping, the use of a star or sticker chart can be effective as a positive tool to indicate progress in achieving a particular behaviour target. This would always be talked over with the parent. An educational psychologist may be consulted on behaviour management guidance. In all circumstances the Head Teacher will be notified and involved with any developments.

5. A Positive Approach

We believe that an effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Therefore, good discipline arises from good relationships and from setting expectations of good behaviour. We believe that:

- Self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances help us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.
- Behaviour can change and that every child can be successful.

6. Safety

One aspect of good behaviour is that which is to do with the safe and orderly conduct of the school and which ensures the safety of both the individual and the school as a whole.

Our policy stresses that any behaviour is unacceptable if it endangers a child's own safety or that of others. There are specific areas of the school which are out of bounds for play or without permission.

7. General Behaviour

All staff are expected to manage the children with high expectations of appropriate behaviour. In order to promote this they should have clearly defined procedures for the management of the classroom, movement in class and the start and end of sessions and at lunchtimes. Procedures should be understood by, and agreed with, the children.

8. Rewards

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

Included in the policy are suggestions for behaviour management techniques (see 'sanctions' below). All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children, for whom this approach is not appropriate, will have an individual behaviour plan detailing alternative rewards and sanctions.

We recognise that praise and encouragement are very effective rewards in promoting good behaviour and that they should be used at every appropriate opportunity.

We recognise that rewards may be for effort, for improvement in behaviour or for achievement at a level above that which is the child's usual norm.

Golden Time

"Golden Time" has been included in each class's weekly curriculum as part of our school positive behaviour policy. With "Golden Time" children are rewarded for behaving well. Often in schools it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both children and staff in school. "Golden Time" ensures that the children who behave well, which are the majority, are rewarded.

Bubble time

Every class will provide all children with the opportunity to participate in a private one to one discussion with the teacher or TA to help the child with a particular issue that is troubling the child. The adult is required to listen and take appropriate action as and when necessary.

Sanctions

Despite positive responses as a means to encouraging good behaviour in Brockenhurst C of E Primary and Pre-school, it may be necessary to employ a number of sanctions to enforce, and ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment

9. Minor Offences

In the case of minor offences - talking to an individual or group, or a gentle reminder to a class or the whole school is generally sufficient. The matter should be presented in such a way as to explain why it is unacceptable. All staff are expected to deal with minor behaviour problems in school with calm gentle reminders and a positive attitude.

- Children will be given a visual or verbal warning by the class teacher, learning support assistant or mid-day supervisor;
- If it continues then the child will lose five 'Golden Time minutes';
- If it still continues then send to another classroom (pre-arranged link) with activities until end of lesson.

Removal of a child from a situation may be an effective method of preventing a recurrence of misbehaviour. This can be done by moving the pupil's position in the group, moving to a different table or by removal from the room with a classroom assistant for a brief "cool down" period. *(Children must never be sent out of the classroom unaccompanied as a sanction)*

10. Moderate Offences

A "No Blame" approach may be helpful if there is dispute over blame or over exactly what happened. Such an approach enables the whole incident to be talked over calmly and gives a chance to resolve problems. In the case of more serious offences, all staff can:

- activate the loss of break-time;
- activate the writing of a letter of apology to the person/s concerned or make a verbal apology;
- send a child to the Head Teacher for a serious discussion;
- speak to the parents, with or without child present;
- Staff need to inform the Head Teacher of the misdemeanour, sanction given and whether parents have been notified.

11. Serious Transgressions

There are some aspects of behaviour which are unacceptable:

- Violent behaviour;
- Bullying;

- Swearing or offensive language;
- Stealing others' property;
- Racial abuse or other discriminatory behaviour including gender based;
- Sexual abuse.

These are recorded in line with government guidance and policy.

Children are sent to the Head Teacher straight away in the above instances. The Head Teacher will investigate and then notify parents for their support with sanctions. In some instances the Head Teacher will consider temporary suspension.

When a child's behaviour causes continual concern, the matter should be referred to external agencies for help. A plan with behavioural targets will be drawn up to support the child, teacher and parent. We have adopted Hampshire's Behaviour Support Plan and would use this if and when necessary.

In the case of repetitive unacceptable or anti-social behaviour which seriously disrupts and affects the school community, the Head Teacher may consider suspension. Reference should be made to the DFE guidelines on suspension.

We seek the close co-operation of parents in matters of school behaviour and discipline and we respectfully ask parents to support our behaviour policy.

12. <u>At Playtimes</u>

The play equipment is used on a rota basis.
All children have access to some PE equipment and playground small and large games are available for all year groups to use, which are supervised by staff and play leaders.

After 3.15pm parents are requested to supervise their own children as teachers are not responsible for children after school hours. Club leaders follow this behaviour policy.

Teachers may adopt a range of strategies when dealing with any misbehaviour and it is expected that staff will use their knowledge of an individual child and of their usual behaviour pattern and take into account the nature of the seriousness of the offence when deciding on appropriate action.

A 'No Blame' approach may be helpful if there is a dispute over blame or over what exactly happened. Such an approach enables the whole incident to be talked over calmly and gives a chance to resolve problems. (Reflect, Respect, Resolve).

13. <u>When child's behaviour causes continued concern</u>

Where a child is having difficulties initially, the use of star or sticker chart can be effective as a positive tool to indicate progress in achieving a particular behaviour target. This would always be talked over with the parent. (An educational psychologist may be consulted on behaviour management guidance)

We offer Emotional Support when children require basic counselling care. We also embrace 'Nurture' which provides activities which support children with specific behavioural needs.

In the case of repetitive, unacceptable or anti-social behaviour which seriously disrupts and affects the school community, the Head Teacher may consider suspension. Reference should be made to the DCFS guidelines on suspension.

14. <u>Bullying</u>

Brockenhurst C of E Primary and Pre-School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. A teacher may deal with any serious misdemeanour, but the Head Teacher must always be informed of any such misbehaviour.

This school believe that:

- Bullying is undesirable and unacceptable
- Bullying is a problem to which solutions can be found

- Seeking help and openness are regarded as signs of strength not weakness
- All members of the school community will be listened to and taken seriously
- Everyone has the right to work and learn in an atmosphere that is free from fear
- All of us have a responsibility to ensure that we do not abuse or bully others
- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously
- Young people should be involved in decision making about matters that concern them
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

15. Spiritual, Moral, Social, Cultural and Personal Development of our Pupils

There are two representatives from each class who are members of the School Council. These meet regularly to discuss school issues which they collate on their own agenda. Basic minutes are taken. The children are supported by a teacher representative.

Our School Council aim is to help provide a caring atmosphere for all children at our school and to provide the opportunity for pupils' opinions and ideas to be shared with the rest of the school.

We encourage the School Council to take a pride in their school, to show respect to everyone and a commitment and responsibility to the well running of the school.

All other children know about and respect this philosophy and have faith that they can approach a School Council member when they need help with any aspect of school life, whether it be a classroom, lunchtime or playground matter.

Trained Emotional Literacy Support Assistant (ELSA)

At present we have ELSAs in school who provides specialist support for children who need to be listened to and have the opportunity to talk through their problems. A Lunchtime Club is available for children who find managing their own behaviour a challenge.
ELSAs can provide one-to-one specialist provision and counselling skills. A special area has been designated for nurture use with all vulnerable children. Play materials are used to support a child to communicate to staff. Child Protection training is relied upon and updated. Advice from training is used to support any areas of concern.

Children must never be sent out of the room unaccompanied as a sanction

A 'No Blame' approach may be helpful if there is a dispute over blame or over exactly what happened. Such an approach enables the whole incident to be talked over calmly and gives a chance to resolve problems.

Monitoring and Evaluating the Policy

This policy is subject to an:

- Review every three years
- All behaviour reports; ie. Bullying, Racist and Behaviour logs will be reviewed annually.
- Annual monitoring concerning the policy's effectiveness will be recorded.

Roles and Responsibilities

Governors

- To ensure the Behaviour Policy is regularly reviewed, evaluated and implemented effectively
- To be part of the exclusions and appeals procedures as laid out in the policy

Headteacher

- To oversee the day to day management of pupil discipline and ensure policies and procedures are being followed
- To ensure information flows to staff, governors, parents and pupils in relation to pupil discipline matters
- To follow suspension procedures in line with County Guidelines
- To monitor and evaluate the effectiveness of the policy and report back to Governors

Teachers

- To oversee the day to day management of pupil discipline for pupils in their teaching groups and ensuring that policies and procedures are being followed.

- To keep accurate records of behaviour incidents or accidents and report to the Head Teacher any incidents of poor behaviour that need to be followed up with parents

Support Staff

- To support teaching staff in the day to day management of pupil discipline
- To ensure policies and procedures are being followed
- To report to the class teacher any incidents of behaviour that need to be followed up
- To keep any behaviour or accident records as requested by teaching staff in line with the policy requirements

Lunchtime Supervisors

- To oversee the day to day management of discipline and welfare for pupils during lunchtimes
- To ensure policies and procedures are being followed
- To encourage children to complete their meals
- To initiate playtime games as appropriate and ensure children are using equipment properly
- To keep accurate records of behaviour incidents or accidents in line with policy requirements
- To report to the class teacher any incidents of poor behaviour that need to be followed up.

Pupils

- To follow school procedures
- Have a positive approach to learning
- Show respect for adults in the school and follow their instructions
- Be organised and prepared for school activities
- To report any incidents of poor behaviour or bullying to an adult
- To support their peers

Parents

- To show positive support for the school in implementing the pupil discipline policy
- To keep the school informed of any matters that may affect their child's behaviour or attitude.
- To discuss with staff any issues arising from the policy or pupil behaviour, calmly, and with intent to find solutions and ways forward for all concerned