



Behaviour Policy

Date: Summer 2026

Review date: Summer 2027



Little Bears @ Brierley

BEHAVIOUR POLICY

Nurture, Aspire, Believe, Achieve

At Brierley Primary School, our approach to behaviour is rooted in our values of Nurture, Aspire, Believe and Achieve. We are committed to creating a calm, safe and purposeful environment where all pupils can learn, feel valued and achieve their full potential. Good behaviour is explicitly taught, modelled and consistently reinforced across the school.

This policy aims to:

- Promote high standards of behaviour and self-discipline;
- Ensure all pupils feel safe, respected and ready to learn;
- Support pupils to take responsibility for their behaviour;
- Provide a consistent and fair approach to behaviour management;
- Foster positive relationships between staff, pupils and families.

This school aims to:

- Foster caring, nurturing and sensitive attitudes so that every individual feels confident, secure, valued and respected by others;
- Provide a broad, varied and well-balanced curriculum which nurtures and develops the potential of each child;
- Create a stimulating environment which encourages enthusiasm for learning and promotes consistently high standards of behaviour and achievement;
- Develop a successful partnership between home, school and the wider community;
- Promote a calm, safe and purposeful learning environment where all pupils can thrive;
- Develop pupils' self-discipline, responsibility and respect for others;
- Ensure that behaviour expectations are clear, consistently applied and understood by all;
- Support pupils to make positive choices and take responsibility for their actions;
- Recognise and reinforce positive behaviour in line with the school's values;
- Ensure that all pupils, including those with additional needs, are supported to succeed through an inclusive and fair approach;
- Promote safeguarding by recognising that behaviour may indicate a need for support or intervention;
- Contribute positively to the school community.

SCHOOL VALUES AND EXPECTATIONS

We believe that emphasising positive behaviour creates a respectful and orderly environment where all pupils can succeed.

Everyone in our school community is expected to:

- Tell the truth
- Respect the rights and property of others
- Value differences
- Treat others as they would wish to be treated
- Take responsibility for their actions
- Be self-disciplined

We do not accept:

- Bullying
- Racism
- Extremism
- Homophobia
- Cruelty
- Fighting or violence
- Vandalism
- Cheating
- Rudeness or insolence
- Any behaviour that may place a pupil or an adult at risk of harm

SAFEGUARDING AND BEHAVIOUR

The school recognises that behaviour may be an indicator of safeguarding needs. Staff are vigilant to signs of vulnerability, including:

- bullying (including child-on-child abuse);
- emotional distress;
- changes in behaviour.

All concerns are addressed in line with safeguarding procedures.

ROLES AND RESPONSIBILITIES

Staff will:

- Create calm and purposeful classrooms;
- Model positive behaviour at all times;
- Reward positive behaviour;
- Address behaviour fairly and proportionately;
- Work in partnership with parents;
- Apply behaviour systems consistently in line with the school policy.

Parents/carers will:

- Support the school's expectations;
- Ensure children attend and are prepared for school;
- Work in partnership with staff;
- Raise concerns appropriately.

ENCOURAGING POSITIVE BEHAVIOUR

Positive behaviour is explicitly taught, modelled and reinforced.

Staff use:

- Praise (aiming for a high ratio of praise to correction);
- Clear expectations;
- Consistent routines;
- Positive relationships.

REWARDS AND RECOGNITION

Positive behaviour is actively recognised and reinforced.

Rewards include:

- Praise and verbal recognition;
- Child of the Week;
- Dojos;
- Postcards home;
- Display of work;
- Golden Time;
- Golden Face recognition.

These systems aim to build self-esteem and encourage pupils to make positive choices.

SCHOOL 'GOLDEN' RULES

The school has four school rules.

I am responsible for my own behaviour and learning.

I will respect myself, others and property with my words and actions.

I will listen, think and act responsibly.

I will always do my best.

RESPONDING TO BEHAVIOUR

Behaviour may be a form of communication. Staff will consider underlying causes and support pupils appropriately and will respond in a supportive and proportionate way.

SANCTIONS AND CONSEQUENCES

We believe that it is important to make clear that inappropriate behaviour is unacceptable. Pupils should learn to expect fair and consistently applied sanctions when deserved.

Consequences are applied fairly and consistently.

Examples include:

- Verbal reminder;
- Loss of privileges;
- Loss of playtime;
- Reflection time.

For most children, most of the time, the above is sufficient, particularly as they learn that the ideal form of discipline is self-discipline. However sometimes we have to take further steps for the sake of the child and his or her peers.

In each classroom we have a traffic light face system; children begin the week on the green face. This system is applied consistently across the school.

Behaviour steps using the traffic light faces system:



1	If a child's behaviour causes concern, they will be given a reminder on how we behave at school, "Please make the right choice."
2	If a child continues to misbehave in a certain way, despite being given a reminder, their peg will be moved onto the yellow face. Child's peg moves onto 5 minutes.
3	If the behaviour continues, they will be spoken to by another teaching member of staff from a different classroom. Their peg will move to 10 minutes.
4	If the child's behaviour continues, the child will be spoken to by a member of the Senior Leadership Team and sanctions such as loss of play time or working in another part of the school may be put in place. The child's peg will move to 15 minutes.
5	In extreme cases where the child has received several reminders about their behaviour or the child demonstrates uncontrolled behaviour, they will be sent to the Headteacher and their peg will move onto the red face. Consequences will be discussed with the child and the child's parents.

For most children, most of the time, the above is sufficient, particularly as they learn that the ideal form of discipline is self-discipline. However sometimes we have to take further steps for the sake of the child and his or her peers. A tougher stance will be directly taken by Senior Leadership Team should a child refuse to accept a consequence or repeat an offence.

UNACCEPTABLE BEHAVIOUR

Serious behaviour includes:

- Violence or aggression
- Bullying or harassment
- Discriminatory behaviour
- Persistent disruption

Serious incidents may be treated as safeguarding concerns.

SEARCHING, SCREENING AND CONFISCATION

The school may search pupils in line with DfE guidance. Searches will be carried out lawfully, respectfully and, where appropriate, with a witness present. This is in line with DfE guidance on Searching, Screening and Confiscation.

USE OF REASONABLE FORCE

Staff may use reasonable force to:

- Prevent harm
- Prevent damage
- Prevent serious disruption
- This is in line with DfE Guidance.

BEHAVIOUR BEYOND THE SCHOOL

Behaviour expectations apply when pupils:

- Are on school trips
- Travel to/from school
- Are online
- Represent the school

SUPPORTING PUPILS

The school takes an inclusive approach to ensure all pupils can succeed.

Where needed:

- Reasonable adjustments are made;
- A graduated approach is used;
- External support is sought.

SUSPENSIONS AND EXCLUSIONS

Suspensions and exclusions are used only as a last resort and follow statutory guidance.

We recognise that behaviour is closely linked to safeguarding and that staff must be alert to signs that behaviour may indicate vulnerability, distress or risk.

This policy should be read alongside the school's Behaviour Principles Statement and Safeguarding Policy.

DfE REFERENCES

This Behaviour Policy has been developed in accordance with the requirements of the *Education and Inspections Act 2006* and is informed by current guidance from the Department for Education.

It reflects the expectations set out in:

- Behaviour in Schools (DfE, latest guidance)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE)
- Searching, Screening and Confiscation (DfE)
- Keeping Children Safe in Education

EQUALITY AND INCLUSION

Brierley Primary School is committed to promoting equality, inclusion and fairness in all aspects of school life, in line with the Equality Act 2010. We believe that all pupils have the right to feel safe, valued and respected, and to learn in an environment free from discrimination. Behaviour expectations and responses are applied fairly and consistently, with consideration given to individual needs. The school will make reasonable adjustments where appropriate, particularly for pupils with special educational needs and disabilities (SEND), to ensure that all pupils can access education and achieve their potential. In implementing this statement, the school will ensure that no individual is disadvantaged on the basis of gender or gender reassignment, marital or civil partnership status, race, ethnicity or nationality, religion or belief, sexual orientation, age, disability, pregnancy or maternity, or socio-economic background or caring responsibilities. This may include adapting approaches, providing additional support, or providing information in alternative formats where required.

DATA PROTECTION

The school is committed to ensuring that personal information is handled lawfully and securely in line with the Data Protection Act 2018 and UK GDPR.

Information relating to pupils' behaviour is:

- recorded proportionately and appropriately
 - stored securely
- shared only with relevant staff and agencies where necessary to support pupils' wellbeing and safety

All data is processed in accordance with the school's Data Protection Policy.

GOVERNOR REVIEW AND MONITORING

The Governing Board has a statutory duty to establish and review this Behaviour Policy.

The governing body will:

- ensure that the Behaviour Policy reflects these principles
- monitor the effectiveness and impact of behaviour systems
- ensure that behaviour expectations promote a safe, respectful and inclusive environment

This statement will be reviewed annually, or sooner where there are changes to legislation, statutory guidance, or school practice.

Chair of Governors	Ratified	Review
Mike Birchall 	Summer 2026	Summer 2027