

POLICY:

Behaviour

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Local Governing Board**

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Behaviour Policy

Broadstone First School

Policy Statement

At **Broadstone First School**, we are committed to creating a safe, caring and inclusive environment. We believe that positive behaviour is essential for effective learning, personal development and strong relationships. We recognise that behaviour is a form of communication and that children may express their needs, feelings or difficulties through their behaviour. Our role is to respond with understanding, consistency and support.

Through our vision of "**Preparing Children for a Life Well Lived**" and the development of our **Four Pillars**: Knowledge Acquisition, Preparation for Work, Self-Agency and Taking Positive Action, children are encouraged to develop self-agency.

This refers to understanding that we have control over our actions and the consequences they have on ourselves and others. Children are supported to take responsibility for their behaviour and understand that their choices can have both positive and negative impacts.

Aims of the Policy

This policy aims to:

- Create a culture of respect, safety and belonging.
- Promote positive behaviour through clear expectations and consistent practice.
- Support children to develop self-regulation, resilience and responsibility.
- Ensure behaviour is understood within the context of children's developmental, emotional and social needs.

This policy has been written in line with the following Department for Education Guidance; Behaviour in Schools: Advice for Headteachers and School Staff, Keeping Children Safe in Education (KCSIE), Suspension and Permanent Exclusion Guidance and Use of Reasonable Force in Schools. It should also be read in conjunction with the School's Teaching and Learning policy, Anti Bullying Policy, Equal Opportunities policy and SEND Policy.

Our Approach

We use a relational and restorative approach to behaviour. We understand that behaviour is often influenced by children's experiences, emotional wellbeing and developmental stage.

We focus on:

- Building safe, trusting relationships
- Understanding the reasons behind behaviour
- Teaching emotional regulation and social skills
- Repairing relationships following difficulties
- Supporting children to remain in learning wherever possible

Our Expectations

We teach and reinforce three simple school expectations: **Ready, Respectful** and **Safe**. These are explicitly taught and modelled daily and through all aspects of our curriculum taught and our curriculum lived.

All staff will:

- Greet children warmly and build daily connections
- Use frequent praise for effort and improvement
- Use calm, regulated adult responses

- Separate the child from the behaviour
- Use restorative conversations after incidents
- Prioritise belonging and repair over punishment
- Apply consequences only once a child is regulated enough to engage
- Apply expectations consistently and fairly.

Recognising and Reinforcing Positive Behaviour

Staff are expected to use these strategies consistently to promote a culture of kindness, effort and responsibility. The purpose of our positive, reward approach is to;

- Reinforce positive behaviour choices
- Celebrate effort, progress, and contribution
- Build intrinsic motivation through recognition and relationships
- Strengthen home–school communication
- Promote a positive, inclusive school culture

Immediate ‘In the moment’ Recognition

These strategies should be used frequently and throughout the day

- Specific verbal praise — “I love how you helped tidy up.” I noticed how respectfully you listened.”
- Stickers
- High-fives, thumbs-up, applause — quick, positive reinforcement that builds rapport
- Sharing work with another adult or class
- Positive recognition in lessons and around school
- Stars of the Day - This is an area on display where children’s names or a piece of their work is displayed to celebrate daily successes.

Class and House Rewards

These systems contribute to collective motivation and community identity

- House Points awarded for behaviour, effort, teamwork, and demonstrating the Four Pillars
- Gem of the Week
- House Awards for the house with the highest points (half-termly).

Home–School Recognition

Used to strengthen relationships and celebrate achievements beyond the classroom.

- “We noticed...” postcards emailed home – these are sent when a child demonstrates exceptional behaviour, kindness, or effort.
- Positive phone calls or emails home
- Celebration of achievements in newsletters or assemblies where appropriate.

Wider Recognition Awards

These awards highlight role-model behaviour and whole-school contribution

- Year group awards for attendance- celebrating excellent or improved attendance.
- Always Awesome Award - Awarded to children who consistently demonstrates the Four Pillars and act as role models

Responding to Behaviour

Staff will use a graduated response which prioritises support, regulation and restoration.

Consequences - Graduated Approach		
Step 1- Gentle Reminder Private where possible non-confrontational Refer back to school expectations- “Remember, we’re being respectful.”		
Step 2- Second Reminder + support/redirection Acknowledge difficulties Offer help or adjustment Reinforce expectations “It looks tricky—how can I help you get back on track?” “I can see you’re finding this tricky. Let’s try again.”		
Step 3- Clear Boundary and Choice Give a clear, calm and proportionate boundary, followed by a simple choice. “I have asked you to stop disrupting others, your choice is to stop or you will need to come and sit at the front.”		
Positive Choice Acknowledge this briefly and allow them to continue learning.	Regulation Support Time given to regulate (<i>not a punishment</i>) Provide co-regulation (adult support, breathing strategies, sensory tools) calm space / short break Return to learning as soon as ready	Predictable, Proportionate Consequence If the child does not make the expected choice apply a predictable, proportionate consequence
Restore/Repair/Reflect Reflection is completed with an adult- What happened? What were you feeling? Who was affected? How can we put it right? What do you need to do next time? Repair actions may include an apology -verbal or written, finishing missed work, helping fix or repair damage, rebuilding relationship with peer/adult Behaviour logged on Arbor and parents informed		
Step 4- Supported Learning/Classroom Removal If behaviour continues Children to continue their learning in a partner class. Reflection to be completed before returning to own class. Behaviour logged on Arbor and parents informed		
Step 5- Senior Staff Involvement If behaviour continues or is significant: Discussion with SLT Individual support plan considered Increased adult support or structure Parent/carers contact Behaviour logged on Arbor and parents informed		

Step 6- Individual Behaviour Support Plan For repeated or high-level needs: Personalised strategies Consistent adult responses Possible external agency involvement Individual risk assessment where appropriate Regular review with family
Step 7- Exceptional Circumstances For serious incidents (e.g. risk of harm): Immediate senior leadership involvement Risk assessment applied Protective measures taken to ensure safety Restorative work always prioritised when appropriate Behaviour logged on Arbor and parents informed

Supporting Pupils with Additional Needs

The school recognises that some children, including those with SEND, SEMH needs, neurodiversity or adverse childhood experiences may require reasonable adjustments and additional support.

Support may include:

- Individual Behaviour Support Plans
- Adapted expectations where appropriate
- Regulation resources
- Safe spaces
- Adult check-ins
- Pastoral support
- Multi-agency collaboration

Working with our parent partners

We believe that co-operation between home and school is vital if pupils are to develop into responsible adults. We aim to inform parents/carers whenever a child's behaviour gives cause for real concern. Every parent has the right to hear regular 'good news' about their children and at Broadstone First School they do. We regularly invite families in to celebrate learning. This is done in a variety of ways. Children thoroughly enjoy sharing their learning with their families and as such present a very positive outlook. We will strive to ensure children receive consistent messages about how to behave at home and at school. We would expect parents to support the school in their expectations too. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers as soon as possible if we have concerns about a pupil's welfare or behaviour.

If parents/carers have any concern about the way pupils have been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Deputy Headteacher, or Head of School. If parents are still not satisfied, they should follow the Southern Education Trust complaints procedure, which can be found on the school website.

The role of the Head of School and Executive Head Teacher

It is the responsibility of the Head of School, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head of School keeps records of all reported serious incidents of misbehaviour.

The Executive Head has the responsibility for giving suspensions to individual children for serious acts of misbehaviour this can be for no longer than forty-five days in total. For repeated or very serious acts of anti-social behaviour, the Executive Head may permanently exclude a child.

Suspension and Exclusions

The school views exclusion as a last resort. Suspensions and permanent exclusions are managed in line with the Department for Education's 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement' (July 2026).

Restrictive Interventions Including the Use of Force

The school views restrictive interventions as a last resort. Please refer to the SET Restrictive Interventions Including the Use of Force Policy.

The role of Governors

The Local Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head of School and Executive Headteacher in carrying out these guidelines. The Head of School has the day-to-day authority to implement the school Behaviour Policy, but Governors may give advice about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour. Monitoring The Head of School monitors the effectiveness of this policy on a regular basis, reporting to the Executive Headteacher. She/he also reports to the Local Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. It is the responsibility of the Local Governing Board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.

Appendix 1: The Link

Within our school, there is a resourced base that mirrors our main school behaviour policy. However, the staff make reasonable adjustments depending on any need driven behaviours and these are addressed, as necessary. There could be occasions where the placement is unable to support an individual with any ongoing or challenging behaviours that may become a safeguarding issue. In any cases such as this, it is important to assess whether this provision is meeting the needs of the individual's EHCP and therefore whether this placement can continue.