

The Brow C.P. School Behaviour Policy



2025-2026

‘Visible consistency
alongside visible
kindness’

We respect. We learn. We are happy.

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Vision

Strong relationships, high expectations and mutual respect contribute to a creative and inspiring learning community which develops and nurtures the whole child.



Overview

The principles of this policy are underpinned by our school mission statement and vision. We strive for excellence in everything that we do, nurturing all children and striving to ensure they realise their full potential. As part of our commitment to our community ethos we place huge importance on inclusion, supporting all children to learn and develop in a safe, happy and engaging learning environment. We realise that some children may find daily routines and boundaries difficult and may display challenging behaviour. We strive to build a whole school approach which is also personalised to meet the needs of all children.

Aims

1. To create a happy, calm and safe environment for all our children, staff and visitors.
2. To develop self-respect and respect for everyone in our school community.
3. To promote positive attitudes and positive self – images that encourage outstanding behaviour.
4. To ensure school practice is consistent and calm.
5. To develop resilient, lifelong learners who are valued for their uniqueness.



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Strategies

1. To ensure that all children, staff and visitors know our school rules:
 - ✓ **Be safe**
 - ✓ **Be kind**
 - ✓ **Be respectful**
2. School rules will be displayed clearly in all classrooms and communal areas. Everyone is expected to follow them and will be reminded of the rules if necessary.
3. Reinforce positive conduct and behaviour for learning with praise points.
4. Educate all children on what is appropriate behaviour in a wide range of contexts/settings through whole class curriculum teaching, daily family time, interventions, teaching skills, modelling and positive reinforcement.
5. Support children in effectively managing their feelings and behaviour.
6. Ensure behaviour management practice is preventative, not reactive, following a positive behaviour approach which is consistent and calm.
7. Adults will give first attention to best conduct.
8. Develop consistent and relentless school routines, followed by all children, modelled and reinforced by all staff.
9. Use agreed scripts for difficult interventions.
10. Apply school's positive behaviour plan hierarchy to analyse behaviour needs and develop suitable plans where necessary.
11. Ensure that there is restorative follow up to challenging situations/incidents.
12. Staff will communicate effectively with parents/carers, colleagues and children.
13. Celebrate achievements with children, staff and parents/carers through verbal praise, notes home (praise pads), praise point and celebration assemblies, annual reports and parents' evenings.
14. Ensure appropriate consequences for negative behaviour are applied.

Outcomes

As a school community we will strive to provide a safe, happy, calm learning environment where children become resilient and can thrive.

Additional Guidance:

- Whole School Positive Behaviour Plan
- Universal and targeted behaviour strategies
- Rewards and Consequences
- Use of restraint
- Fixed term and permanent exclusions



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The Brow CP School Whole School Positive Behaviour Plan

Universal Behaviour Strategies

- Teach and promote our school behaviour expectations
 - Be kind
 - Be safe
 - Be respectful

Children will earn praise points for showing our behaviour expectations.

Children can work towards reward time - this can be daily or weekly depending on class cohort.

Unwanted behaviour - a reminder is given to follow the expectations.

Use of natural consequences. E.g. no time earned towards reward time, work time goes into playtime if not completed.

Targeted Behaviour Strategies

- Boxall profile data analysed and strategies put in to daily family time.
- 'Behaviour Game' played regularly during lessons - target time introduced and simple positive behaviour plan developed including more individual motivators. Plans shared with parents.
- Make child/ren aware of the behaviour skill/expectation to be worked upon.
- Child discussed at progress meeting and interventions delivered if appropriate.

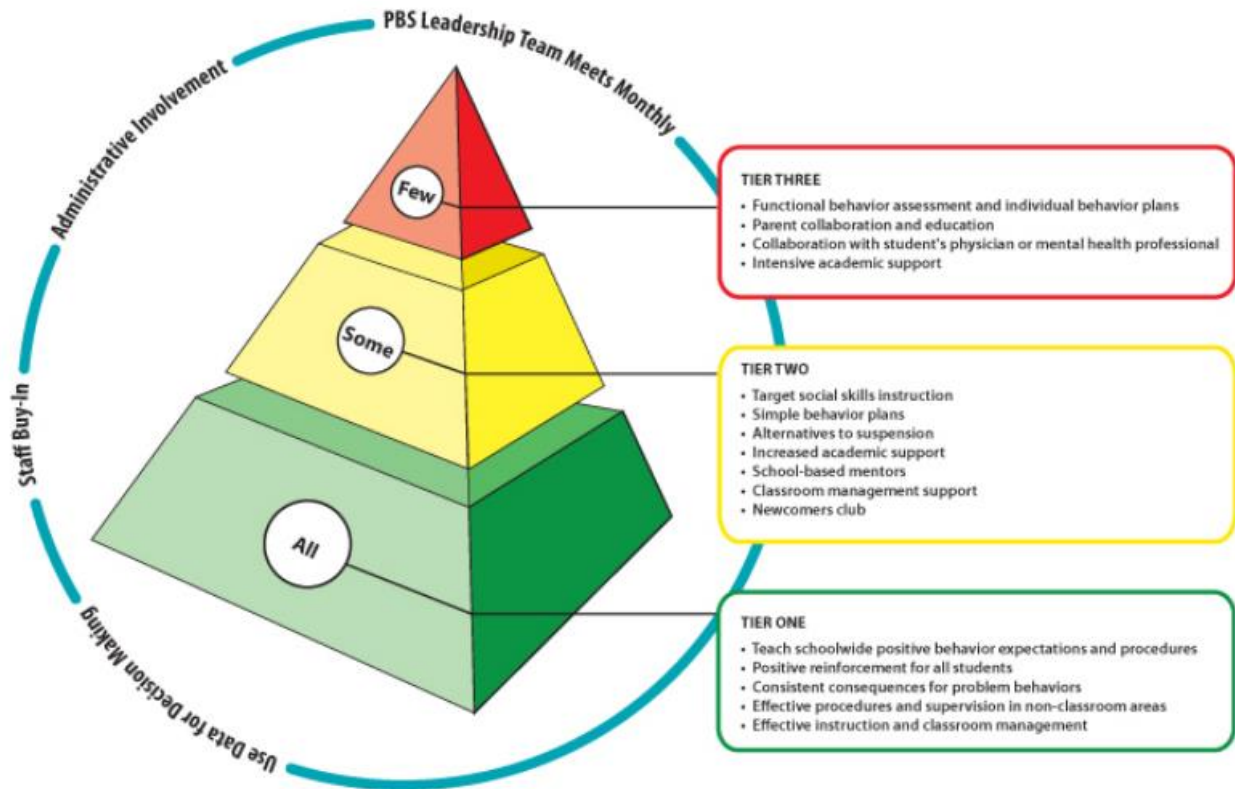
Specialist Behaviour Support

Functional assessment of behaviour - this includes observations, discussions with parents, head teacher and deputy head.

Individual plan developed - including personalised reward system

Two plan, do, review cycles and possible referral to external agency.

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The Brow CP School Expectations Targeted Behaviour Strategies

Teacher will use Thrive assessment data for their class to develop an action plan each term using Thrive Online. They will plan opportunities to work on the selected strand through PSHE, other curriculum lessons and registration times.

Teachers will use the behaviour game or 'target time' to work on specific skills, making the children aware of the type of behaviour that is wanted and making this visual to them, for example, writing it on the 'Shout Out' board.

Children who need more specific intervention will be referred to school's Thrive Licenced Practitioners for reparative work.



Rewards

Praise Points:

We use a reward system which consistent across school and begins in pre-school. Children earn praise points which are recorded on an individual praise point card for a wide range of things including:

- ✓ *Bringing a signed reading record*
- ✓ *Completing homework*
- ✓ *Being in school every day and on time*
- ✓ *Good conduct*
- ✓ *Good behaviour for and attitudes to learning*
- ✓ *Being polite, kind, respectful, safe – following school rules*
- ✓ *Making healthy choices for meals*
- ✓ *Helping others*

When children have earned a set amount of praise points, their parents/carers will be invited to school to an assembly celebrating their achievement to see them receive a certificate and badge. Praise point awards are:

- **Bronze** – 100 praise points
- **Silver** – 200 praise points
- **Gold** – 300 praise points
- **Diamond** – 400+ praise points

Class points:

Children can work together as a class team to earn class points. When they reach 20 points, teachers and children will discuss a suitable class reward with Mrs Webb, e.g. extra playtime, pyjama day, playing games, watching a film etc.

Individual rewards:

- Children with outstanding work can be sent to see Mrs Webb, who will reward them for their achievement with stickers and a treat.
- Teachers will choose one or two children from their class each week to share their achievements during whole school celebration assembly.
- Teachers will choose one child per day to send a 'note home' to share their achievements with their parents/carers
- Teachers will display a 'shout out' board in their classrooms and display names of children who show excellent behaviour for learning and conduct each day.
- Children who demonstrate core school values will have their name displayed on the value board in the hall.
- Children with additional needs, using an individual behaviour plan may earn small amounts of reward time daily to reinforce positive behaviour for learning and conduct. This may include 1:1 time with a chosen adult or friend, playing a game inside/outside, using an iPad etc.



Consequences

If children are not following any of our three school rules, they will firstly be reminded of the rule which they are not following, secondly given a warning that there will be a consequence if the unwanted behaviour continues, then thirdly receive a consequence.

1. Reminder of the rules
2. Warning that there will be a consequence
3. Receive a consequence

Consequences will depend on the severity of the unwanted behaviour as determined by the adult. Natural consequences are followed wherever possible e.g. refusal to complete work – loss of minutes of reward time/playtime for work to be completed. In addition to receiving a consequence, whenever a child has refused to follow an instruction (e.g. complete a piece of work, tidy up etc., staff will ensure that the instruction is followed up when the child is calm, even if this is after a child has been disruptive/displayed challenging behaviour.

Consequences will increase from:

- Minutes of reward/playtime lost
- Reflection time (10 minutes) with class teacher during play/lunchtime
- Teacher speaking to parents/carers with child present
- Parents/carers asked to meet with Headteacher/Deputy Headteacher with child present

Record keeping and monitoring:

Teachers will keep up to date records of behaviour incidents on CPOMS, including triggers for the behaviour, outcomes, consequences and parent/carer communication.

Senior leaders will use CPOMS to monitor behaviour throughout school and share relevant information with governors and the local authority as necessary. The information will also be used to assess functions of behaviour, devise support strategies and positive behaviour plans.



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Challenging Behaviour:

Whilst the majority of pupils follow the expectations of the behaviour policy a small minority of pupils who exhibit challenging behaviour may require extra support and additional strategies to help improve their behaviour. Where necessary and with parental consent additional outside support will be used to support a pupil to help them overcome barriers to learning and improve their behaviour. Children may also be given a positive behavior plan as part of their support. Staff will use the Halton School Behaviour Toolkit alongside this policy.

Positive Handling and Physical Restraint (see separate policy)

At The Brow C.P. School positive handling and restraint of children will only ever be used as a last resort. It will only be used when all other strategies have failed – or to prevent injury or harm to the child or other people at the school.

If a member of staff ever needs to intervene physically, they must follow the school's Positive Handling Policy. Positive handling will be used in conjunction with the Behaviour Policy.

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical restraint' is used when force is used to overcome active resistance.

Suspensions and Exclusions:

In the event of serious breaches of the school behaviour policy, the Headteacher, in consultation with Governors, will follow the Local Authority protocol for suspensions and exclusions as necessary.



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Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Resources committee annually.