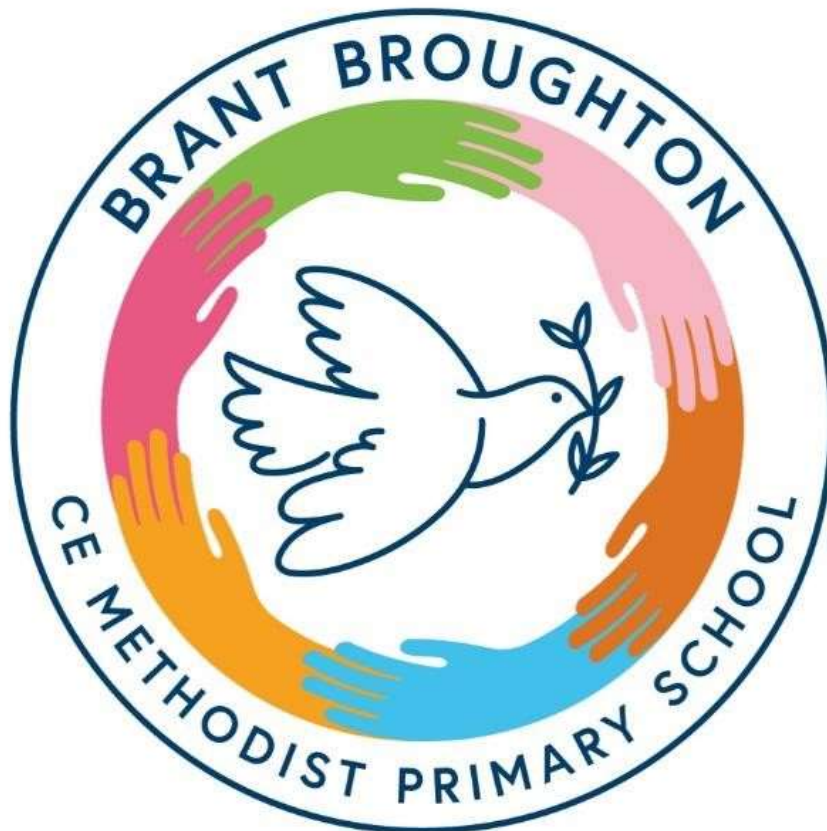


# Brant Broughton Church of England & Methodist Primary School



## Behaviour and Rewards Policy

January 2026

Next review date: January 2027

*Our inclusive church school celebrates each person and makes sure that everyone is known and valued. An ambitious and engaging curriculum strives to lay strong foundations to prepare pupils for their lives now and in the future. In the spirit of ubuntu (I am because we are) we travel together, discern possibilities and act in hope so that each person flourishes.*

## Behaviour and Rewards Policy

The aim of this Behaviour and Rewards Policy is to communicate the key principles and practices that reflect our school's Christian ethos. We understand that positive behaviour and positive relationships can be taught and need to be modelled. We equally understand that negative behaviour can signal a need for support which will be provided whilst maintaining high expectations.

***Behind every behaviour there is a feeling and behind every feeling there is an experience.***

We understand that all behaviours are a form of communication. With that in mind, we aim to be proactive rather than reactive – teaching children appropriate strategies to help manage their feelings and relationships. We aim to create a positive, supportive, and safe environment for the whole school community.

It is understood that children with a special education need or disability (SEND) need may find it difficult to meet the expectations of behaviour on occasions. With this in mind, we have a graduated approach to behaviour that works alongside the SEND policy and the SEND Code of Practice for the Social, Emotional and Mental Health (SEMH) area of need; please see sections 6.32 and 6.33 (click [here](#) for further information).

This policy will work in conjunction with the School's Anti-Bullying, Suspension & Exclusion Policy and the Child Protection and Safeguarding Policy. This policy should be read alongside the following:

- [Behaviour in Schools \(DfE Guidance 2024\)](#)
- [Revised Behaviour in Schools guidance and Suspension and Permanent Exclusion Guidance \(DfE, revised September 2024\)](#)
- [Keeping Children Safe in Education 2025](#)
- [Department of Education Teacher Standards \(Section 7\)](#)

### **Expectations of behaviour based on the school's vision and values:**

At Brant Broughton Primary School, it is expected that every child will:

- take responsibility for themselves, each other and their environment
- feel positive about themselves by sharing achievements and **celebrating everyone**
- make appropriate choices and decisions and **prepare for the future**
- develop relationships through work and play
- develop life skills; **travelling together**
- develop a good understanding of our Christian Values and how to show these in everyday life; **acting in hope.**

### **School Virtues**

We have four virtues that underpin our Christian ethos, and these are embedded in our school culture and curriculum.



## Positive Reinforcement Strategies

Pupils who demonstrate school values and positively contribute to their class, and the school, receive various forms of positive praise and recognition such as :

- Verbal praise
- Smiles, stickers and non-verbal praise
- House Points (resulting in a termly house reward)
- Achievement Certificates
- Trophies and special awards (e.g. sports, attendance)

## Unwelcome Behaviour

It is unacceptable for anyone to:

- disturb the learning of others
- be disrespectful or speak inappropriately
- use rude language or swear, including online
- use aggressive and physical behaviours towards others
- be dishonest  
bully others, including online
- not follow adult instructions or requests
- damage equipment or purposely use it in the wrong way

## The Five Stages of Behaviour

The table below outlines the five key stages of behaviour within our school. It provides examples of behaviours and the resulting actions and consequences. Parents/carers should be aware that these examples are not exhaustive and there may be mitigating reasons for a child's behaviour. Our approach to behaviour has been inspired by The Toolkit of Regulation created by Lincolnshire's Behaviour Outreach Support Service (BOSS).

### Behaviour Ladder:

Behaviour	Examples	Actions
<b>Green</b>	<p>Children feel happy, safe and ready to learn.</p> <p>This is where we aim for all children to be.</p> <p>Positive behaviours demonstrated may be:</p> <ul style="list-style-type: none"><li>• being ready for learning</li><li>• contributing positively to lessons</li><li>• having pride in presentation</li><li>• being helpful</li><li>• showing a positive attitude</li><li>• listening to others</li><li>• having great manners</li></ul>	<p>Positive behaviours are recognised and rewarded.</p> <p>Consistent and regular strategies are implemented throughout the school day to help children to remain in this stage, e.g. whole class regulation breaks.</p> <p>This is managed by all staff.</p>

<p style="text-align: center; font-weight: bold; color: black;">Yellow</p>	<p>Not following the school expectations. Children might be:</p> <ul style="list-style-type: none"> <li>• stopping others from learning</li> <li>• not completing work</li> <li>• not telling the truth</li> <li>• rough play</li> <li>• upsetting others</li> <li>• not using equipment properly</li> <li>• running in the corridors</li> <li>• <i>other low-level behaviours that impact on the learning of others</i></li> </ul>	<p>Positive and clear reminders of expectations given to the child, for example, Look this way. Focus on your work.</p> <p>All Adults will challenge the unwelcome behaviour and ascertain of the child needs any further support. Restorative conversations may be used (see appendix B for guidance questions).</p> <p>If multiple yellow behaviours occur, this will be class as an amber behaviour.</p> <p>This is managed by classroom-based staff.</p>
<p style="text-align: center; font-weight: bold; color: black;">Amber</p>	<p>Not following the school expectations. Children might be:</p> <ul style="list-style-type: none"> <li>• displaying multiple yellow behaviours</li> <li>• causing persistent disruption to learning and play over time (for themselves or others)</li> <li>• damaging school equipment or petty theft</li> <li>• indirectly (not aimed at anyone) inappropriate (rude) language</li> <li>• displaying inappropriate physical contact (persistent pushing, shoving during a game-type situation, tripping someone up intentionally)</li> <li>• impulsively harming another (without intent or aggression)</li> <li>• taunting</li> <li>• refusing to do what is asked</li> <li>• <i>other behaviours that consistently impact on the learning of others</i></li> </ul>	<p>Time removed from play to:</p> <ul style="list-style-type: none"> <li>• complete work</li> <li>• fix something that was broken</li> <li>• repair relationships</li> <li>• pick up and tidy items that have been thrown</li> <li>• tidy the environment</li> </ul> <p>Your teacher will inform your parents/carers about your behaviour on the same day. If you display many amber behaviours, this will be classed as a <b>red</b> behaviour.</p>
<p style="text-align: center; font-weight: bold; color: black;">Red</p>	<p>Children might be:</p> <ul style="list-style-type: none"> <li>• multiple amber behaviours logged in within a day</li> <li>• inappropriate behaviours between children that are abusive in nature including physical, sexual or emotional abuse, exploitation, sexual harassment, all forms of bullying, coercive control, hazing/initiation rituals between children and young people both on and offline</li> <li>• inappropriate, harmful or illegal online behaviours</li> <li>• direct inappropriate language – racist or homophobic (protected characteristics)</li> <li>• physical harm to others (with intent and aggression)</li> <li>• absconding from lessons or school</li> <li>• theft of significant items</li> <li>• discrimination towards another linked to the protected characteristics</li> </ul>	<p><b>In this stage, the Headteacher will be informed immediately by the adult dealing with the behaviour.</b></p> <p>Parents/carers will be informed. There may be a meeting to discuss the behaviour.</p> <p>Trained Team Teach staff may be called upon.</p> <p>Consequences:</p> <ul style="list-style-type: none"> <li>• loss of a fun activity/visit</li> <li>• loss of a responsibility (e.g. house captain, school council)</li> <li>• loss of a privilege (representing the school)</li> <li>• withdrawal from lesson</li> <li>• suspension from school</li> </ul> <p>The incident will be logged on CPOMS, along with the consequence and parent comment.</p> <p>For incidents regarding bullying or cyber-bullying, the Anti-Bullying Policy will be referred to.</p>

## Blue

For any child who has had a red behaviour, we will immediately follow the strategies laid out within the Toolkit of Regulation to support and help regulate the child before a restorative conversation can be had.

### Further strategies used:

If multiple amber incidents occur, the Headteacher and/or SENDCo may put further support into place such as:

- daily check-ins with the child to give them opportunities to express feelings (behaviour is a form of communication)
- observing the daily behaviours of the children to provide the most appropriate strategies and support
- beginning a pastoral support programme.

This will be communicated to parents/carers.

If red behaviours continue over time, a Behaviour Support Plan may be created and implemented by the Headteacher and/or SENDCo. Parents/Carers will be involved in this process.

### Responsibilities

#### Role of the staff

- To consistently adhere to the school's Behaviour and Rewards Policy.
- To be positive role models, demonstrating good behaviour.
- To maintain a positive learning environment with high expectations.
- To treat all children fairly.
- To give children time to reflect on their actions and behaviour.

#### Role of the Parent/Carer

- To support the school's Behaviour and Rewards Policy.
- To encourage their child to make the right choices and follow the school rules.
- To inform the school promptly if they believe their child has been the victim of any unacceptable behaviour.

#### Role of the Headteacher

It is the responsibility of the Headteacher, under the Schools Standards Framework Act 1998, to implement the school's Behaviour and Rewards 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 Headteacher to ensure the health, safety and welfare of all the children in the school.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated, or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. This action will only be taken after the school has sought advice from the Pupil Reintegration Team and the Local Authority, and the Chair of Governors has been notified.

### Reducing and Preventing Exclusions (following the Lincolnshire Ladder of Behaviour Intervention).

The school will consider the following actions to aim to reduce and prevent exclusions.

For pupils at risk:

#### Step one:

- Consideration of any unmet need whether this is educational or environmental. Possible support through our SEND graduated approach or through the completion of an Early Help Assessment. Assessment and the engagement services from outside agencies will be undertaken where appropriate.

- Use of a Pastoral Support Plan. This is a structured intervention for pupils at risk of permanent exclusions from school agreed with pupils and the family.

**Step two:**

*For pupils who have not responded to step one.*

- Targeted school-based support from Behaviour Outreach Support Service (BOSS) in the form of a Behaviour Improvement Plan (BIP).
- Consideration of a reduced timetable.
- Consideration of a managed move.
- Consideration of Education, Health and Care (EHC) Plan if delegated funding has been used and advice from agencies are exhausted.

**Step Three**

*For pupils who have not responded to step two.*



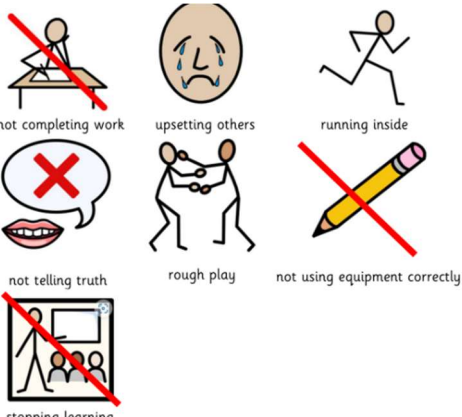


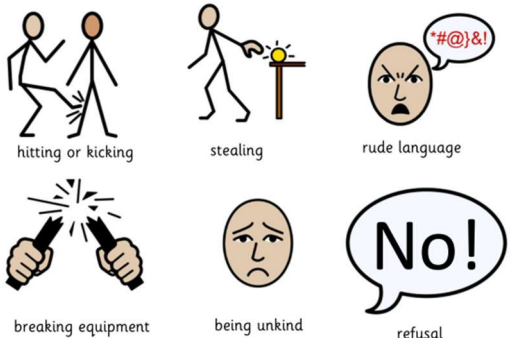
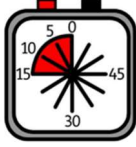

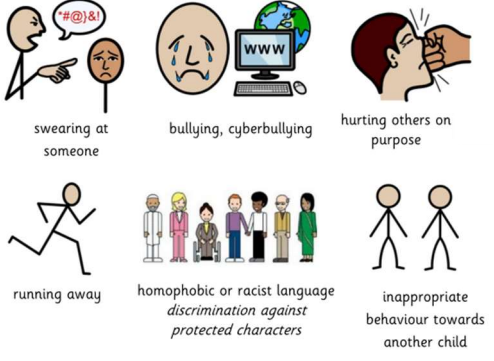
- Referral for a placement in alternative provision

**Step Four (Exclusion Procedure) – see Suspension and Exclusion Policy**

- Only the Headteacher has the power to exclude a pupil from a school. The Headteacher may:
- Exclude a pupil for one or more fixed period.
- Exclude a pupil permanently
- Convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.

## Appendix A: Child-friendly Behaviour Ladder

Behaviour	Examples	Actions
<b>Green</b>	You feel happy, safe and ready to learn.	School Virtues and expectations shown- you should be proud of yourself! <ul style="list-style-type: none"> <li>• House Points</li> <li>• Stickers</li> <li>• 'Well done/Thank you'</li> <li>• Achievement Certificate</li> <li>• Trophies</li> </ul>
<b>Yellow</b>	Not following the school expectations. You might be: <ul style="list-style-type: none"> <li>• stopping others from learning</li> <li>• not completing work</li> <li>• upsetting others with actions/words</li> <li>• not telling the truth</li> <li>• not respecting school property</li> <li>• rough play (within no-one hurt)</li> <li>• running in corridors</li> </ul>	Reminders given about the school virtues and expectations. An adult will talk to you about your behaviour. We will try to help you make a better choice.  If you choose to continue with yellow behaviours, this will be classed as <b>amber</b> behaviour.
<b>Amber</b>	Not following the school expectations. You might be: <ul style="list-style-type: none"> <li>• showing many yellows</li> <li>• damaging/stealing school equipment</li> <li>• being unkind on purpose</li> <li>• using rude language</li> <li>• taunting</li> <li>• hurting others</li> <li>• refusing to do what is asked</li> </ul>	Time removed from play to (EYFS/Y1/2 – 5mins, Y3/4 10 mins, Y5/6 15 mins): <ul style="list-style-type: none"> <li>• complete work</li> <li>• fix something that was broken</li> <li>• repair relationships</li> <li>• pick up and tidy items that have been thrown</li> <li>• tidy the environment</li> </ul> Restorative conversation will be had with an adult. Your teacher will inform your parents/carers about your behaviour on the same day. If you display many amber behaviours, this will be classed as a <b>red</b> behaviour.
<b>Red</b>	You might be: <ul style="list-style-type: none"> <li>• showing many amber behaviours</li> <li>• bullying</li> <li>• cyberbullying</li> <li>• inappropriate behaviour towards, or touching of, another child</li> <li>• inappropriate, harmful or illegal online behaviours</li> <li>• using homophobic language</li> <li>• using racist language</li> <li>• aggressively swearing at people</li> <li>• hurting others on purpose</li> <li>• running away from the classroom/school</li> <li>• stealing significant items</li> </ul>	<b>This is serious.</b> The adult dealing the incident will inform our class teacher immediately. Your teacher will inform the Headteacher and parents will be informed. Consequences could be: <ul style="list-style-type: none"> <li>• Loss of a fun activity/visit</li> <li>• Loss of a responsibility</li> <li>• Loss of a privilege</li> <li>• Withdrawal from lesson</li> <li>• Suspension</li> </ul> We might write a Behaviour Support Plan to help you.
<b>Blue</b>	After a red behaviour, we will support you to feel calm again. This may take some time. Once you feel calm, we will talk about it and help to stop it happening again.	

Behaviour	Examples	Actions
<b>Green</b>		
<b>Yellow</b>	<p>You might be:</p> 	<p>We will talk about your behaviour.</p>  <p>We will remind you of the expectations.</p> 
<b>Amber</b>	<p>You might be:</p> 	 <p>EYFS/Y1/Y2 – 5 mins</p> <p>Y3/Y4 – 10 mins</p> <p>Y5/Y6 – 15 mins</p>  <p>We will talk to your parents.</p>
<b>Red</b>	<p>You might be:</p> 	<p><b>This is serious.</b> Miss Clarke will be told.</p> <p>Consequences:</p> <ul style="list-style-type: none"> <li>• Loss of a fun activity/visit</li> <li>• Loss of a responsibility</li> <li>• Loss of a privilege</li> <li>• Withdrawal from lesson</li> <li>• Suspension</li> </ul> <p>We might write a Behaviour Support Plan to help you. The Headteacher may decide that your behaviour is not safe, and you may not be able to attend school for a period.</p>
<b>Blue</b>	<p>After a red behaviour, we will support you to feel calm again. This may take some time. Once you feel calm, we will talk about it and help to stop it happening again.</p>	

## Appendix B: Restorative Conversations

*“If a pupil has damaged a relationship or broken a rule, they should be given the opportunity to repair harm, to renew their commitment to school ethos and to learn from their mistake.”* (Lincolnshire Ladder of Behaviour Intervention - Part Three)

This should be had through a restorative conversation.

The following questions should be used to guide the restorative conversation:

- Can you tell me what happened?
- What were you thinking/feeling at the time?
- How have you been thinking/feeling since it happened?
- Who do you think has been affected by your actions? How were they affected?
- What could you do now to help make things right?
- How can we prevent this from happening again in the future?
- What can I do to help you?

During the restorative meeting:

- Focus on the desired outcome – redrawing the route with different choices to achieve the outcome
- Consider safeguarding – does any of the conversation constitute a disclosure? Refer to the Child Protection Policy
- Ask questions and given your reflections
- Make the child comfortable and feel safe... get a drink, leave the door open.
- Stay on course; don't deviate to secondary issues
- Do not use judgemental language – this is a meeting not a private shaming
- End the meeting with a plan to support the child's future choices. I can choose to....

Afterwards, record the conversation on CPOMS with any identified actions.

