

# Briercliffe Primary School



## Behaviour Policy

**September 2025**

Review Date: September 2026

# 1. Aims

## Our School Aims:

Our school's core purpose is to prepare our children for their future. To do this, we aim to:

- Make a difference for our children through the delivery of a high standard of education for all.
- Help our children to become successful learners who achieve well at Primary School, have the knowledge and skills to succeed in the next stages of their education and have a positive experience of school to make them want to become 'life-long learners'.
- Support our children to become both confident individuals and responsible, caring members of the school and the community.

## Statement of Principles - Behaviour:

At Briercliffe Primary School, we provide a safe, secure and nurturing environment where all of our pupils are supported to achieve to the best of their ability.

The main principle of our behaviour policy is to enable everyone, children, staff, parents, governors and other members of our school community to share responsibility for creating an atmosphere which enables children to manage and self-regulate their own behaviour.

## The Intent of this Policy:

- To ensure every child feels safe and secure in school.
- To encourage a happy, calm and purposeful atmosphere within the school, where teachers can teach, and learners can learn without disruption.
- To make the boundaries of acceptable behaviour clear to all and to provide children, parents, and staff with clear and consistent guidelines for the school's approach to behaviour.
- To encourage increasing independence and self-discipline so that each pupil takes responsibility for their own behaviour and learning, as well as helping develop children's moral and social awareness and citizenship.
- To foster mutual respect.
- To promote a consistent approach throughout the school to the use of praise and reward in response to positive behaviour and sanctions for negative behaviour.
- To ensure equality for all through the fair application of the strategies set out in this policy.

## 2. Rights and Responsibilities

Our policy is also underpinned by our belief that the children, staff, parents and Governors at our school have the following rights and responsibilities:

	<b>Children</b>	<b>Staff</b>	<b>Parents</b>
<b><i>Rights</i></b>	<p>All children at our school have the right:</p> <ul style="list-style-type: none"> <li>• To be respected and valued.</li> <li>• To be able to learn without disruption or impediment.</li> <li>• To be educated in a positive learning environment.</li> <li>• To feel safe in school.</li> </ul>	<p>All staff at our school have the right:</p> <ul style="list-style-type: none"> <li>• To be respected and valued.</li> <li>• To be able to teach without disruption or impediment.</li> <li>• To be supported in their work by the school.</li> <li>• To work in a safe environment.</li> </ul>	<p>All parents at our school have the right:</p> <ul style="list-style-type: none"> <li>• To be informed.</li> <li>• To be respected and listened to.</li> <li>• To be involved in the resolution of any concerns regarding pupil behaviour.</li> </ul>
<b><i>Responsibilities</i></b>	<p>Therefore, all children at our school have a responsibility:</p> <ul style="list-style-type: none"> <li>• To respect other pupils' values, beliefs and character.</li> <li>• Not to disrupt the learning of others.</li> <li>• Not to put the safety of other pupils at risk.</li> <li>• To alert a staff member to any incidents or concerns involving themselves or other pupils.</li> <li>• To take responsibility for their behaviour and attitudes.</li> </ul>	<p>Therefore, all staff at our school have a responsibility:</p> <ul style="list-style-type: none"> <li>• To know and work within the school policy and agreed practice.</li> <li>• To provide a safe and positive environment within the school.</li> <li>• To be fair and consistent in managing pupil behaviour.</li> <li>• To work effectively in partnership with parents and carers.</li> </ul>	<p>Therefore, all parents at our school have a responsibility:</p> <ul style="list-style-type: none"> <li>• To support the school's behaviour policy and rules.</li> <li>• To work in partnership with the school to benefit their child's welfare and education.</li> <li>• Ensure that the children attend school regularly, arrive on time and ready to learn.</li> </ul>

### **3. Briercliffe Primary School's School Values**

Our 6 school values were chosen by the children. They form the basis of Briercliffe's ethos and run through all elements of our school community. Staff are encouraged to refer to these values when praising or supporting our children to be even better. Our values form part of our weekly celebration assembly on a Friday. Each half term we will focus on one value, they will direct some of our whole school assemblies and one child from each class will be awarded a certificate and star badge each week.

**Caring, Polite, Honest, Confident, Respectful, Resilient**

### **4. Learning Behaviour**

At Briercliffe, we have high expectations of children's behaviour to ensure that our school is a place where all children can achieve their best. We believe that all children have the right to learn without any disruption and we encourage, promote and reward positive behaviour through our school values.

### **5. Additional Support**

We are committed to providing any additional support that a child may need in order to meet the expectations set out in the policy. If required, class teachers will implement specific, and manageable, targets for children to work towards and experience success. Where the class teacher feels that further additional support is needed additional support will be sought from our Learning Mentor and members of the School Leadership Team to achieve this.

### **6. Rewarding Positive Behaviour**

Our school focuses on rewarding positive behaviour as the principle means of achieving the aims laid out in this policy. However, this policy also outlines the sanctions the school will take in response to unacceptable behaviour.

Our reward system is aimed at encouraging both individual and collective responsibility amongst our pupils. We have high expectations of our pupils and their attitudes to learning. Pupils are rewarded for showing positive behaviour aligned with our school values.

#### **DoJo Team Points**

Every pupil will be rewarded for effort, achievement, good behaviour and positive attitudes to learning. This will be in the form of Dojo Points.

Briercliffe have 4 teams, named after local parks: Towneley; Scott; Queen's; Thompson, and children are allocated a team. As well as working towards individual rewards, DoJo points will be used as Team points.

We believe that Class Dojos should be used solely in a positive manner, therefore, once awarded they will not be removed.

The school will have 4 common targets.

1. Half termly value focus
2. Working hard – rewarding effort/progress
3. Good manners – reward for good manners
4. Teacher Spot - reward anything that any adult feels deserve praise.

Targets 5 and 6 are to be left for the Class Teacher to decide for their class.

Team DoJos will be added up each week and the winning team will get 40 points, 30, 20 10 respectively. The winning team at the end of each half term will have a nominated non-uniform day. Class DoJos points are to be reset every week.

### **Certificates:**

Every Friday, a '**Celebration**' assembly is held in school where certificates are presented for excellent work and/or outstanding effort and behaviour.

Individuals will be awarded a certificate and a school value badge for demonstrating the specified half termly value. Parents are invited to the celebration assembly if their child is awarded a certificate.

Teachers must keep a list of who has been presented with a certificate.

### **Class Reward Time**

The school does not want to 'take for granted' the good behaviour of the vast majority of the pupils at our school. To this end, the school employs a tiered 'Good to be Green' system for managing behaviour in school. Every child starts the day 'On Green'. EYFS and KS1 will also start the afternoon 'On Green.'

If a child remains on green all week, not including blue spots/warning, they will be able to put a marble into their class jar. When the class jar is full the class will be able to enjoy their 'Class Reward Time together.' The purpose of this is to encourage the children to work as a team, supporting each other to be the best that they can be at all times.

Marbles must not be removed from the jar.

The 'Class Reward Time' activity will be agreed in September and every time the reward has been enjoyed. This will allow the children to be aware of what they are working towards as a whole class. Class Reward Time is to be a time when children and adults enjoy spending time together and may be sport, craft, baking or anything else the children suggest. Technology e.g. iPads or DVDs will not be used as a reward. The reward time will last an hour.

EYFS will start to use this behaviour system at the beginning of the Spring 2 term  
KS1 will have a slightly smaller jar than KS2.

## 7. Sanctions

In order to ensure that our school provides a positive, safe and respectful environment, in which pupils can learn and teachers can teach without disruption, expectations of our pupils are high. When a child's behaviour is not consistent with these expectations, a sanction will be applied by the school.

### 7.1 Sanctions within the 'Good to be Green' System: '

Within this system, a clear procedure has been established so that the consequences of particular actions are clearly identified. This helps to ensure that the system works fairly and effectively through establishing clear expectations for the children and can be consistently applied by all staff.

For minor infringements or repeated low level disruption, a pupil receives a 'warning'. Children will receive up to 2 warnings. In Reception and Key Stage 1, blue spots will be displayed as a reminder to the children.

Where the poor behaviour continues after 2 warnings, the child will be given a 'yellow card.' In Reception / KS1, five minutes of the next break time will be missed and at KS2, 10 minutes. Missed playtime will be spent with the adult on duty. Class teachers will take responsibility for talking through the reason for the yellow card, and how the child may respond differently next time. The first yellow card will be recorded in class behaviour book.

For continued unacceptable behaviour a second yellow card will be given. At this time the child will be required to have a conversation with the Deputy Headteacher, where they will be given time to reflect on their behaviour. The child will miss a further 15 minutes of their next break time or lunchtime. Missed playtime will be spent with the adult on duty. In addition, fifteen minutes of Golden Time will be lost.

If further unacceptable behaviour continues, then the children will be required to have a conversation with the Headteacher. A red card may then be issued. To ensure consistency, only the Headteacher, or in their absence the Deputy Headteacher, will be able to give red cards. Parents will be informed when their child has received a red card. If a child is given a red card they will miss their lunchtime playtime. A record of the incident and subsequent conversations will be recorded on the school's internal monitoring system.

If a child receives 3 red cards over a half term, parents will be required to attend a meeting in school to discuss a positive way forward.

If a child receives 5 red cards over a half term, parents will again be invited into school to discuss a behaviour chart.

There may be incidents that require an immediate red card. Again, this decision will only be made by the Headteacher, Deputy Headteacher and Assistant Headteacher.

We believe that children should be given every opportunity to move on from poor behaviour and to make the right choices. For this reason, every new day is a fresh start and children will return to green. Children in EYFS and KS1 will start every morning and afternoon on green.

The flowchart on the next page illustrates the rewards and sanctions under the 'Good to Be Green'

## Behaviour Flow Chart

<p>Good to be Green</p> <p>Every child starts on green everyday</p> <p>Children in EYFS and KS1 will start every morning and afternoon on green.</p>	<p>Expected Standard</p> <ul style="list-style-type: none"> <li>• Children behave in a way to keep themselves and others safe.</li> <li>• Children are polite and respectful of others.</li> <li>• Children behave responsibly and have a positive attitude to learning, demonstrating honesty if things do go wrong.</li> <li>• Children show resilience.</li> <li>• Children are organised and ready to learn.</li> <li>• Children listen and contribute during lessons.</li> <li>• Children provide a positive role model for others – in class and around school and the community, showing care for all.</li> <li>• Children are helpful to staff and peers.</li> <li>• Children collaborate effectively and with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Verbal praise</li> <li>- Stickers</li> <li>- Deputy Headteacher/ Headteacher award sticker</li> <li>- A Note Home Certificate</li> <li>- Dojo Points</li> <li>- Weekly celebration certificates</li> <li>- Celebration phone calls home.</li> <li>- Lunchtime reward tokens</li> </ul>
<p>Warning (up to 2)</p>	<ul style="list-style-type: none"> <li>• Not listening.</li> <li>• Not being ready to learn e.g swinging on chairs, turning around.</li> <li>• Interrupting.</li> <li>• Not lining up properly.</li> <li>• Making inappropriate noises/comments.</li> <li>• Behaviour that is unsafe.</li> <li>• Disrespectful towards the school environment and equipment.</li> <li>• Persistently disrupting learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Verbal warning/blue spot (Rec/KS1) and unacceptable behaviour is discussed</li> <li>- Reminder about our school values</li> </ul>
<p>1<sup>st</sup> Yellow Card Class Teacher</p>	<ul style="list-style-type: none"> <li>• Repeated 'warning' behaviour as above.</li> <li>• Repeated shouting out.</li> <li>• Being dishonest.</li> <li>• Throwing objects.</li> <li>• Answering back.</li> <li>• Name calling.</li> <li>• Refusal to complete work.</li> <li>• Lack of engagement in learning,</li> <li>• Lack of effort with the presentation of work.</li> <li>• Unsafe behaviour whilst moving around school.</li> <li>• Showing disrespect through poor body language.</li> </ul>	<ul style="list-style-type: none"> <li>- Rec/KS1 (5 mins) or KS2 (10 mins) <b>playtime spent with the adult on duty</b></li> <li>- Rec/KS1 (10 mins) or KS2 (15mins) <b>playtime spent with DHT/HT</b></li> <li>- Parents informed if felt appropriate.</li> </ul>
<p>2<sup>nd</sup> Yellow Card Deputy Headteacher</p>	<ul style="list-style-type: none"> <li>• Continued behaviour above</li> </ul>	
<p>Red Card</p>	<ul style="list-style-type: none"> <li>• Consistent 'yellow' card behaviour</li> <li>• Defacing the cover of an exercise book.</li> <li>• Being rude to an adult – ignoring instructions, answering back, walking away when an adult is speaking etc.</li> <li>• Aggressive physical behaviour towards an adult/child.</li> <li>• Swearing, spitting or throwing food.</li> <li>• Damage to school environment/property.</li> <li>• Any incident which is racist, homophobic or sexist.</li> <li>• Bullying, including cyber bullying.</li> </ul>	<ul style="list-style-type: none"> <li>- Lunchtime missed</li> <li>- - Parents informed</li> <li>- Red cards and conversation with parents to be recorded on our internal system</li> <li>- 3 red cards in a half term, parents will be asked to attend a meeting in school</li> <li>- 5 red cards in a half term, a behaviour chart to be considered at SLT's discretion.</li> </ul>

## **8. Managing behaviour at dinner time**

Welfare staff will be provided with tokens that they can award to children for the following positive behaviour:

- Good manners
- Following instructions
- Co-operating with other children.

The year group with the most tokens on a Thursday afternoon will be rewarded with additional access to the Muga/Playtime that week.

Any of the following behaviour on the playground or in the dining hall is unacceptable:

- Showing disrespect to adults and other children.
- Using unacceptable language
- Inappropriate comments
- Not following instructions
- Not looking after property

If a child is seen displaying any of these behaviours, they are first warned by the staff member. If this behaviour is repeated, then they must remain with that member of staff for 5 or 10 mins (EYFS/KS1 or KS2).

If the child persists with unacceptable behaviour, then they must see a member of the School Leadership Team, who will decide on the appropriate action.

If any behaviour on the MUGA is unacceptable, a child will be given a warning, a second incident of unacceptable behaviour, the child will be required to leave the Muga for the rest of lunchtime.

If incidents occur during lunchtime, Welfare Staff will not need to spend time at the beginning of the afternoon sessions informing class teachers of incidents. A warning should be enough, and this be considered dealt with. Children who have been seen by a member of SLT will be returned to class by the member staff ready to start the afternoon in a positive way.

## **9. Removal of a pupil from the classroom:**

Again, although very infrequent in their occurrence, there are occasions when a child may be removed to work in a different classroom. This will only happen when a teacher feels that a child's behaviour has become disruptive to the learning of the rest of the class and 'time out' is required in order to calm the situation and ensure the learning is not disrupted further. Initially the child will work in the classroom of their Phase Leader/AHT.

All instances of this will be recorded on our internal system and monitored to ensure that the school's policy is being applied fairly and consistently by all staff.

## **10 Behaviour Reward Charts:**

Where the school feels that a more structured approach is required to achieve the expectations for children's behaviour set out in this policy, or where 5 red over a half term have been issued, a Behaviour Chart may be introduced. This will be agreed with the Headteacher, and discussed with parents, before it is implemented. The Behaviour Chart will set out clearly the relevant expected behaviours. A Behaviour Chart will then be used to monitor the progress made by the child towards consistently displaying the expected behaviour. The Behaviour Chart will be shared with the Headteacher – or in their absence another member of the S.L.T. – on a daily basis. Every child's Behaviour Chart will be reviewed every fortnight to ensure that it is having a positive impact on the outcomes for that child. If, after having been on a Behaviour Chart for at least four weeks, there has been insufficient improvement in a child's behaviour, the Headteacher will decide whether to escalate to a Behaviour Contract or to continue at the level of a Behaviour Chart for a further, specified period of time. Any Behaviour Chart will reflect the child's individual needs, including SEND and any additional support required.

### **10.1 Behaviour Contracts:**

The school recognises that, for some children, the behaviour exhibited may in part be a response to current circumstances or early childhood experiences. Whilst being sympathetic to this, the school also recognises its key duty to provide an environment in school where all children feel safe and in which learning can take place without disruption.

Therefore, in certain circumstances, the Headteacher may escalate the action being taken to a Behaviour Contract. At this stage, if it has not already been done, external expert support will be sought to help with the management of the child's behaviour within school. It must be emphasised that a Behaviour Contract will only be sought in situations where a child's behaviour has become very challenging and all preceding steps within this policy have been applied.

In the event of a Behaviour Contract being broken by a pupil, the school may need to consider recourse to an internal, fixed term or permanent exclusion.

### **10.2 Additional Support:**

Where the school believes a child's behaviour in school may reflect a broader picture, we will work with partner agencies to support the child and their families. This support might include referral to S.E.N.D. / Inclusion support professionals or accessing family support services through the TASS (LCC's Early Help service). It may also be necessary to carry out a multi-agency assessment so that all the appropriate support for a child / family can be provided.

Circumstances may also arise where it is the school's duty to consider whether a child might be suffering, or be likely to suffer, significant harm – either physically or emotionally. These instances will be dealt with under the school's Child Protection Policy.

## **11. Suspension**

**In very exceptional circumstances, the Headteacher may suspend a pupil from school, either on a Fixed- Term or Permanent basis.** This will only be done in a manner consistent with school's behaviour policy and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body about a suspension and the governing body must review the suspension decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

### **11.1 Internal Suspension:**

For very serious incidents, or where previous sanctions have failed to bring about an appropriate change in behaviour – particularly where a behaviour contract has been breached, an internal exclusion may be enforced at the discretion of the Headteacher. This will involve the isolation of the pupil within school for up to one full day.

All instances of this will be discussed with parents, recorded by the Headteacher and monitored to ensure that the school's policy is being applied fairly and consistently.

### **11.2 Fixed-Term Suspension:**

Fixed term suspension is only to be used for very serious incidents or where previous sanctions have failed to bring about an appropriate change in behaviour.

When considering the period of a fixed term suspension, the Headteacher will take into account a variety of factors in determining the number of school days a pupil is to be excluded. This will include:

- The age and level of maturity of the pupil
- The conduct record of the pupil
- The response of the pupil to the investigation of the incident
- Whether others have been hurt as a result of the pupil's actions

**This list is illustrative and not exhaustive. Other factors may need to be considered depending on the nature of the specific incident and in relation to other policies which may include Child Protection, Anti-Bullying etc.**

### **11.3 Permanent Exclusion:**

The Headteacher may decide to permanently exclude a pupil following investigation:

- In response to serious breaches of the school's Behaviour Policy and where sustained support and all other steps outlined in this policy have failed to bring about an appropriate change in behaviour.
- If allowing the pupil to remain in school would seriously harm the physical well-being and / or educational welfare of other pupils or others in the school (see DfE Guidance).

**In all cases of either Fixed term suspension or Permanent exclusion, the school will follow the agreed Lancashire Local Authority Policy and Guidance.**

N.B.: Schools are under a duty to provide suitable full-time education for an suspend pupil from the sixth school day of any fixed period suspension of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. It is reasonable to expect that schools will endeavour to set and mark work for all suspended pupils during the first five days of any suspension (although there is no legal duty to do so). Further information on this is provided within the school's Exclusions Policy.

## **12. The use of 'Reasonable Force'**

In extreme circumstances, a member of staff may need to use 'Reasonable Force' with a child. This would only be when the child is in danger of hurting him/herself, endangering other pupils and staff or if a disruptive pupil refuses to leave a room when instructed.

It must be emphasised that the school fully acknowledges that any use of reasonable force must take account of the school's legal duty to make reasonable adjustments in its practice for disabled pupils and pupils with special educational needs.

Where at all possible, the use of reasonable force should only be carried out by a suitably trained member of staff. A record will be kept of all incidents that have involved the use of reasonable force. See the school's 'Use of Reasonable Force Policy'.

## **13. Conduct outside of school**

The school does have a statutory power to respond to a pupil's unacceptable behaviour outside of school premises. This includes online behaviour. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' Any non-criminal bad behaviour or bullying reported to school or witnessed by a member of staff will be dealt with in school using the systems outlined in this policy.

Examples of when the school would take action and apply this behaviour policy even though an incident occurred outside of school include when a pupil is:

- Taking part in any school-organised or school-related activity.

- Travelling to or from school or is wearing the school uniform / is in some way identifiable as a pupil at the school.

Irrespective of whether the above conditions apply, the school can also act when the actions of a pupil:

- Could have repercussions within school – for example, the continuation or escalation of a disagreement between pupils from out of school.
- Pose a threat to another pupil or member of the public or could adversely affect the reputation of the school.

## **14. Complaints Procedure**

Should you have a concern regarding an incident within school, we urge you to contact the school to discuss this with us.

If we are unable to resolve your concern, the school has a complaints policy. This can be found on the school website.

## **15. Monitoring**

The Headteacher and Governing Body of the school are responsible for the content and implementation of this Policy. The school's Leadership Team will review the effectiveness of this policy at least once a year and report back to the Governing Body on this. The school's Leadership Team also collects data around the implementation of this policy to be able to review its impact in an informed manner. This will include evaluating whether this policy is being applied fairly and consistently across the whole school and taking appropriate steps to address any concerns should these arise.

September 2025