

Britannia Primary School and Nursery



Behaviour Policy

‘Developing responsible citizens, confident individuals, and independent learners’

<i>Prepared by</i>	All Phase Leaders and Emma Campbell
<i>Adopted by Governors on</i>	
<i>Committee</i>	Full Governing Body
<i>Signed by Chair of Committee</i>	
<i>Review Date:</i>	Summer 2026 DRAFT

Rationale

We understand the importance of exceptional behaviour, not only for learning but for life. We believe in supporting our pupils to develop the skills they need to become tolerant, respectful and caring members of society. When managing pupil behaviour, we use a Therapeutic Thinking approach, which recognises that behaviour is a form of communication and prioritises understanding, emotional regulation and positive relationships. Through this approach, we aim to support pupils to make positive choices and have a meaningful and lasting impact on their own community and the wider world.

Aims

This policy aims to:

1. Create a positive, therapeutic culture that promotes valued behaviours, and supports pupils to feel safe, understood and ready to learn.
2. Establish a consistent Therapeutic Thinking approach to maintain high behavioural expectations while recognising individual needs and supporting pupils to develop self-regulation and responsibility.
3. Provide a consistent and calm approach and to celebrate valued behaviours.
4. Use therapeutic and restorative approaches to behaviour management, whilst maintaining clear boundaries and addressing detrimental behaviours, including bullying and discrimination. See [anti-bullying](#) and [anti-racism](#) policies.
5. Ensure that all pupils are educated in a caring environment in which all individuals are valued.

Objectives

1. Pupils demonstrate an understanding of the school's valued behaviours and apply these consistently.
2. Pupils are supported to develop respectful and responsible relationships with peers and adults.
3. Pupils are encouraged to take responsibility for their actions through reflection and restorative practice.
4. Pupils develop self-esteem, self-discipline and emotional regulation, in line with the Four Rs, supporting effective learning and positive relationships.

Valued Behaviours

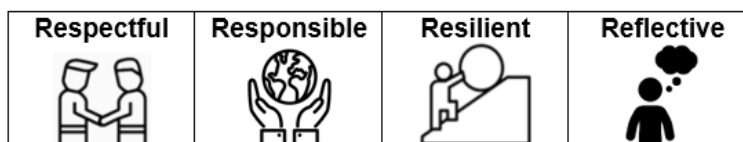
Valued behaviours are those that provide a positive experience, create helpful feelings, and are in line with the school's values. Valued behaviours are explicitly taught and reinforced through a Therapeutic Thinking approach, which recognises that positive behaviour develops through strong relationships, consistent expectations and emotional support.

The Four Rs

The Four Rs link directly to our [School Vision and Values](#). The Four Rs provide a shared language for helping pupils reflect on their behaviour and make positive choices.

We are:

- **Respectful**
We treat other people in the same way we hope they would treat us, developing positive relationships that make us and those around us feel valued and safe
- **Responsible**
We make thoughtful decisions on our own and take ownership of our actions
- **Resilient**
We are able to withstand and recover quickly from difficulty, being resourceful in the way we deal with problems and challenges
- **Reflective**
We pause and think about our actions and behaviour, and how it may have affected those around us.



Class Rules

Each classroom should have clearly displayed class rules. These rules should be generated by the pupils in September, to ensure ownership. The class rules should clearly state the valued behaviour that is expected of everyone within the classroom. Rules should be expressed positively and relate directly to the Four Rs.

Rewards

School staff take every opportunity to recognise and celebrate pupils' valued behaviours through a Therapeutic Thinking approach. Positive recognition is used intentionally to reinforce helpful behaviours, build self-esteem and strengthen relationships. Recognition is timely, genuine and specific, acknowledging that pupils have differing needs and may require different levels of support or affirmation. Strategies used may include:

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise
- Work being displayed
- Stamps and stickers
- Receiving a certificate
- Written comments
- Showing work to other members of staff
- Phone calls home

Responsibility Points

Reasons for awarding a responsibility point:

1. Demonstrating the Four Rs.
2. Contribution to group work e.g. cooperation, contributing ideas.
3. Taking initiative or showing a strong degree of independence.
4. Being helpful, thoughtful and kind towards others.

Responsibility points are given towards a whole class reward of Golden Time where pupils can have some 'free play time' within the classroom or out on the school playground/field.

Responsibility points are collected using marbles, in a glass or plastic jar to ensure visibility to the class. Each marble counts towards 10 seconds of Golden Time. Golden time should not exceed 15 minutes.

Responsibility points can be given by any member of staff in our school community at any time and cannot be removed.

Individual pupils can miss Golden Time if they demonstrate detrimental behaviours (see below).

Spotlight Pupil

Each day, the class teacher will choose one pupil to be the 'Spotlight Pupil'. Throughout the day, the class teacher will refer to the Spotlight Pupil's behaviour, but the identity of the pupil will remain unknown until home-time. The purpose of the Spotlight Pupil is to encourage and motivate pupils to demonstrate valued behaviours. If the pupil does this, their name will be revealed at the end of the day, and they will receive a certificate to take home. If the pupil does not achieve the Spotlight certificate their identity remains concealed, but the class teacher will let the class know why the Spotlight Pupil did not reach this status, in an anonymised way.

In Early Years Foundation Stage, pupils start each day on a rocket and earn 'whooshes' to move up the chart of 5 golden stars. If a pupil reaches the 5th golden star in one day, they are rewarded with a certificate which is presented at the end of the day.

Detrimental Behaviours

We would deem any behaviour that does not meet our high expectations – outlined within the Four Rs – as detrimental. Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

Staff respond to detrimental behaviour using a Therapeutic Thinking approach, with the primary aim of reducing the behaviour and teaching alternative, more helpful behaviours. Responses are consistent, logical and proportionate, and occur as soon as possible after the behaviour. Staff consider the underlying need or unmet skill that may be driving the behaviour and adapt their response accordingly, while maintaining clear boundaries and expectations for all pupils.

Consequences

Our behaviour policy follows a progressive approach, so that it is age-appropriate. All pupils are supported with their behaviour through Steps 1 and 2 of the Therapeutic Thinking Graduated Approach (Appendix 3), in line with this policy. These systems are to be followed consistently by all members of staff within our school community. All staff have lanyard cards to support the behaviour policy and as a visual sign to pupils that all staff will follow our policy.

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

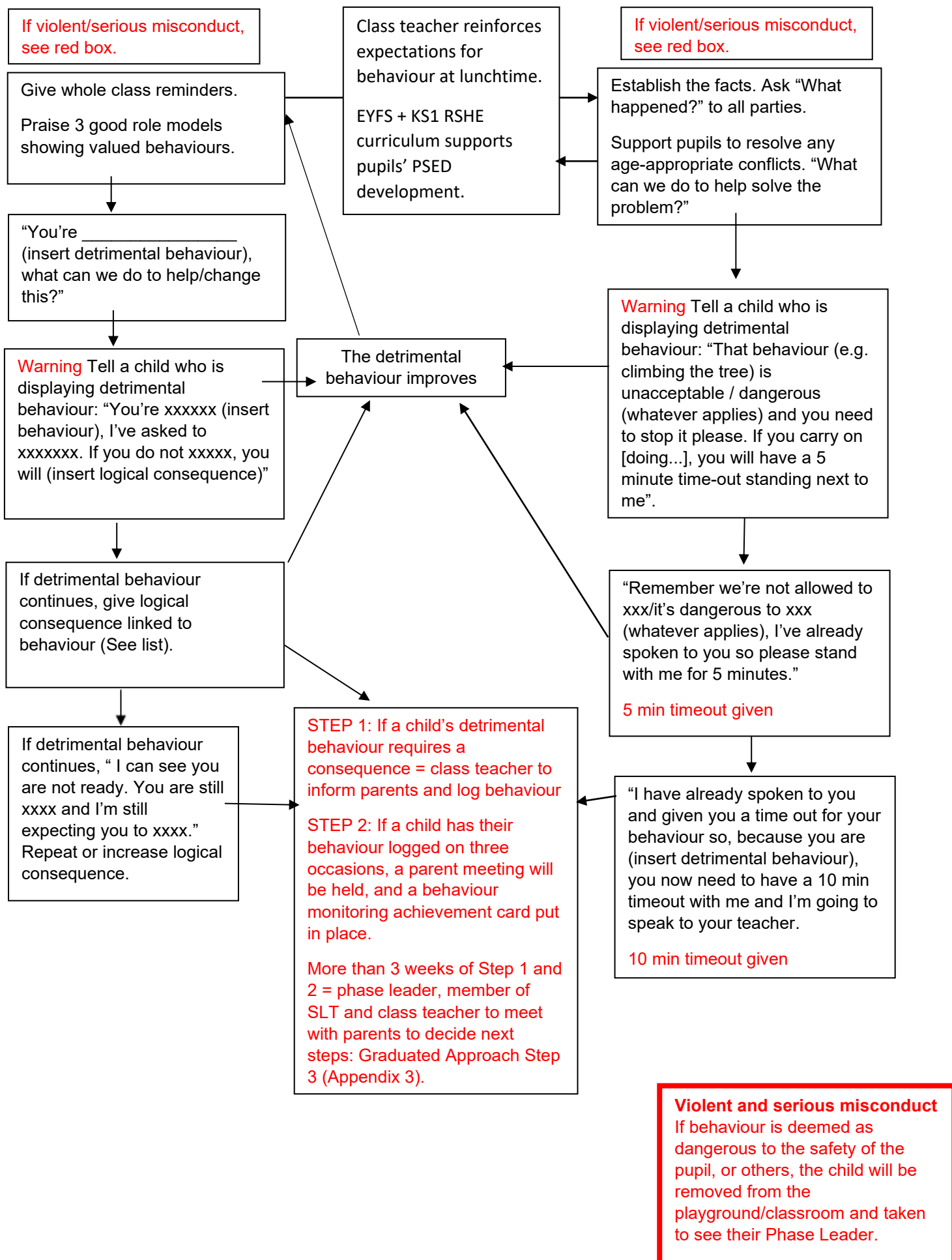
In EYFS and KS1, staff and pupils refer to the Zones of Regulation to help them identify, reflect upon and understand the way they are feeling and how this is impacting their behaviour. This develops and strengthens pupils' emotional literacy from Early Years. More information about the [Zones of Regulation](#) can be found on the school website.



EYFS and Key Stage 1 Behaviour Policy

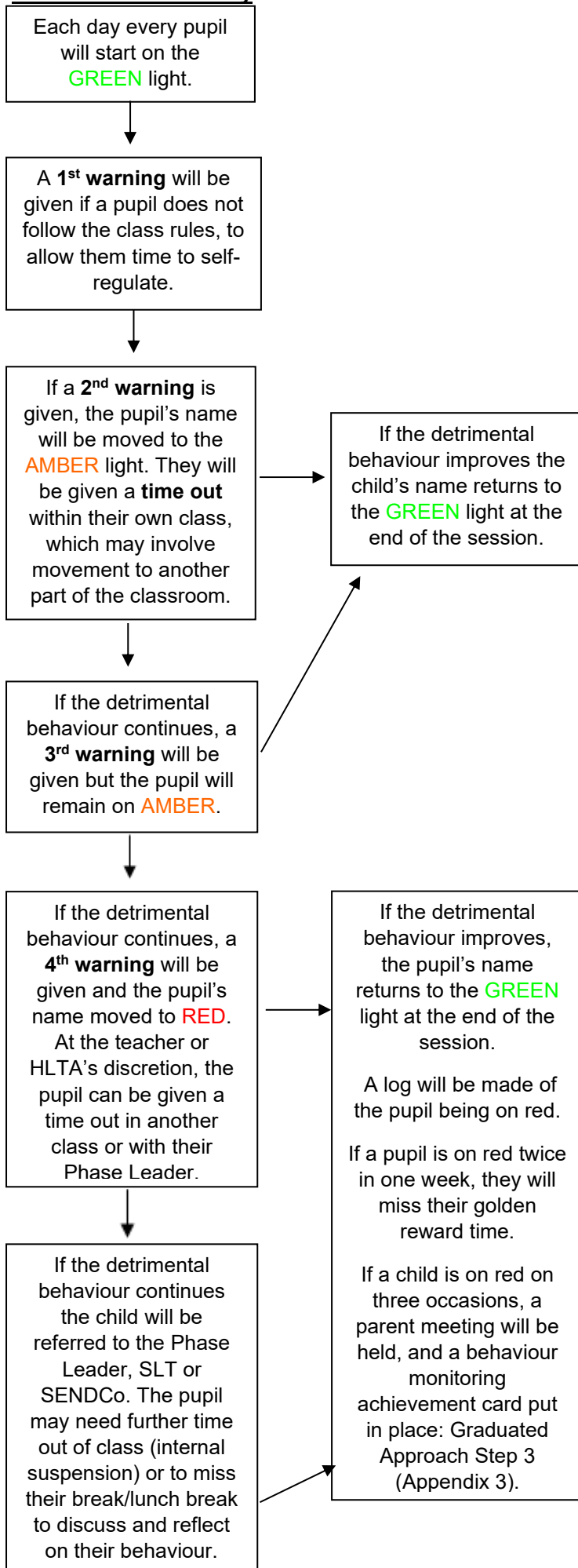
Indoor Behaviour Policy

Outdoor Behaviour Policy

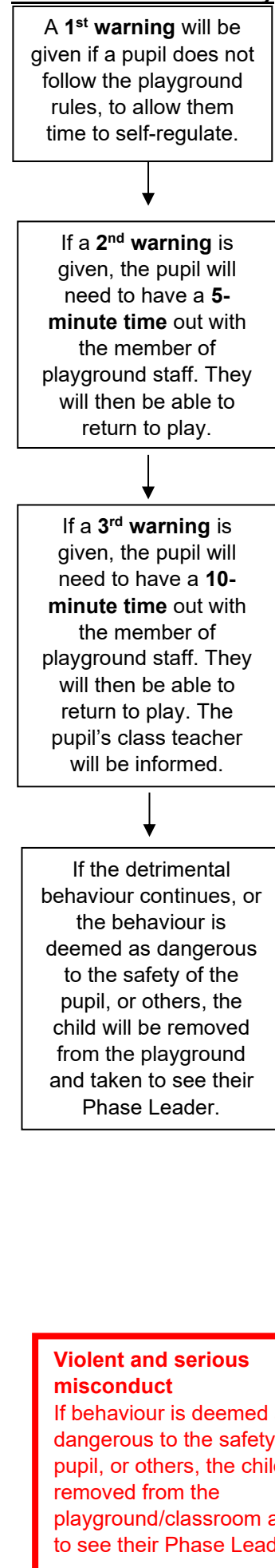


Key Stage 2 Behaviour Policy

Indoor Behaviour Policy



Outdoor Behaviour Policy



To track behaviour, we have an electronic behaviour log, that is accessible to all staff. Where a pupil reaches the bottom of the flow charts above, their behaviour will be added to the log to help staff track pupils who are struggling with following the behaviour policy.

Achievement Cards

Where a pupil is struggling with displaying valued behaviours, individual achievement cards will be written by class teachers, in consultation with parents, to support the child.

Reasons for achievement cards being put into place include both classroom behaviour and where a pupil has had three entries on the electronic behaviour log (see above) within a half-term period.

Achievement cards will specify a personal behaviour target for the pupil and will be put into place for a fixed time period.

Achievement card examples:

EYFS and Key Stage 1



Key Stage 2

Achievement Card

Name:	Class:
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TARGETS
1.
2.

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 1					
Lesson 2					
Break Time					
Lesson 3					
Lesson 4					
Lunch Time					
Lesson 5					
Lesson 6					

Behaviour Plans

For pupils who experience ongoing difficulties with behaviour, support is provided through the Therapeutic Thinking Graduated Approach (Appendix 3). This structured, step-by-step process focuses on understanding need, supporting emotional regulation, and teaching positive behaviour, with adjustments made in partnership with parents and, where appropriate, external professionals.

In addition, school maintains detailed logs of pupils for whom behaviour may be impacting upon the well-being or educational experiences of classmates. These logs are updated regularly and may form an essential part of the school's evidence in deciding upon best outcomes for pupils who demonstrate particularly detrimental behaviour in the future.

Fixed Term Suspensions

Early identification of factors which may be behind pupils' detrimental behaviour is seen by the school as being of great importance. We value early intervention, including working with outside agencies, where necessary, to reduce the likelihood of having to implement suspension or permanent exclusion from school.

In cases where there is a serious breach of the school's behaviour policy, suspension or permanent exclusion may be considered. Internal and external suspensions may be part of the Graduated Approach (Appendix 3) for individual pupils.

Reasons for suspension include circumstances where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil, other pupils or staff. A pupil who repeatedly disobeys their teacher's instructions, could be subject to suspension. The Principal of the school is the only member of staff who is able to implement a suspension or permanent exclusion.

The school would not ask pupils to be sent home for 'informal' or 'unofficial' suspension, for example in cases where it is felt that the pupil needs time to 'cool off'.

Depending upon the seriousness of the behaviour being exhibited, it would be expected that school would implement a fixed term suspension initially. If a pupil is suspended, the length of the suspension would be likely to increase with each subsequent incident other than in exceptional circumstances. The purpose of this approach is to reinforce the importance of positive behaviour and provide opportunities for improvement before more serious consequences are considered.

The behaviour of a pupil outside of school can be considered grounds for a suspension. School would endeavour to provide work for the suspended pupil during this period. Once the period of suspension has elapsed, a re-introduction meeting would take place involving the Principal or Vice Principal and the pupil and parent(s) to establish expectations of behaviour upon the pupil's return to school. It is possible that the pupil would be reintegrated to school on a staggered timetable.

Permanent Exclusions

The school reserves the right to consider permanent exclusion where a pupil has had three fixed term suspensions.

Permanent exclusions are implemented by school as a last resort. In cases of permanent exclusion, the school's Discipline Committee must be convened to consider whether the school has acted fairly and properly given the circumstances of the individual case. The decision upon whether or not to support the school's decision to exclude rests with the committee itself.

There is an obligation for alternative provision to be made for the pupil from the sixth day of suspension or exclusion from school onwards. Parents and carers have the right to a review of any decisions made by the school's Governing Body in cases where it is decided that a pupil is not to be reinstated within school. Where there is an allegation of discrimination in relation to an exclusion, parents and carers can make a claim to county court to present their views.

Pupils will not be discriminated against on the basis of any characteristic including sex, race, disability, religion, belief or sexual orientation. If parents believe that there has been discrimination in relation to a fixed term suspension or

permanent exclusion, they have the right to make a claim to a tribunal. The school would not suspend or exclude a child based upon their additional needs or for the actions of the pupil's parents.

If a pupil has Special Educational Needs, the school will ensure that reasonable adjustments are put into place to support them with achieving our high standards of behaviour. The school will not assume that a SEND pupil's needs have affected their behaviour; instead, it will be considered whether their SEND has contributed to their behaviour on each occasion.

Restraining Pupils

We promote positive, appropriate physical contact between staff and pupils, for example holding the hand of a pupil to offer support, comforting a pupil who is upset with one arm or congratulating a pupil's success with a handshake.

School staff receive regular training, provided by the school's Designated Safeguarding Lead, on the best and most effective ways in which to de-escalate confrontational or very challenging behaviour. School advocates non-physical de-escalation as by far the most desirable and effective method for ensuring that both pupils and members of staff are safeguarded against injury or accusation. With this in mind, the school has a small group of staff members who are trained in full physical de-escalation techniques. The school believes that ensuring that this number of staff is kept to a minimum will ensure that the risks of maladministration of physical restraint techniques and consequent injury, accusation or claims against the school will be kept to a minimum. This approach follows the suggested guidelines from Local Authority training.

Classroom Management

Classroom management routines must be clear for both pupils and all staff. These routines include procedures for pupil discussion, movement around the classroom, collection of work, what pupils should do when they have completed their task, treatment of others and participation in lessons. In circumstances where a child has not completed a satisfactory amount of work, the class teacher may ask the pupil to remain in the classroom during break time or part of lunchtime in order to complete work appropriate to their level of ability. All pupils must be supervised by an adult in such circumstances. Teaching and support staff need to be vigilant to ensure that pupils remain safe at all times whilst working in classrooms and are not rocking backwards on their chairs or acting in any way which may cause an injury to themselves or to others.

Non-Teaching Staff

All non-teaching staff follow the school behaviour policy, including the rewards and flow-charts. They also adopt the agreed consequences through using the behaviour script. This includes all administration and midday staff.

Conduct Around School

Everyone should aim to make our school a place where effective learning happens. Pupils should walk quietly around school, walking on the left-hand side. Good manners should be used e.g. saying please and thank you, holding doors open or exhibiting good table manners. Every attempt should be made to keep the environment clean and tidy and all property should be treated with respect.

The Role of Parents

Parents have an important role in helping to develop and maintain our high standards of behaviour. Parents should be familiar with our behaviour policy, in order to support their child to follow our school rules. As above, where a pupil needs to have an achievement card or the Graduated Approach, it is imperative that parents are part of the process and support the school in implementing the plan.

Appendix 1 – Britannia’s Pupil Behaviour Guide

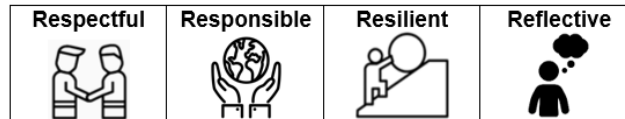


At Britannia, we want everyone to feel safe, happy, and ready to learn.

Our Valued Behaviours

We are:

- ✓ **Respectful:** We treat others kindly and fairly, so everyone feels valued and safe.
- ✓ **Responsible:** We make thoughtful decisions on our own and take ownership of our actions.
- ✓ **Resilient:** We are resourceful in the way we deal with problems and challenges.
- ✓ **Reflective:** We pause and think about our actions and behaviour, and how it may affect others.



Class Rules

Each class makes its own rules together at the start of the year. These help everyone to know what valued behaviour looks like.

Rewards

We love to celebrate our valued behaviours through:

- Praise, stickers and certificates for showing the Four Rs.
- Responsibility Points help your class earn Golden Time.
- Spotlight Pupil – one secret person each day gets a special certificate, if they show our valued behaviours!

If Things Go Wrong

Everyone makes mistakes. We learn from them and think about how we can make things better in the future. If you forget the Four Rs, you might:

- Get a warning, which enables you to change your behaviour
- Have a short time-out or consequence
- Miss some Golden Time

Serious behaviour (like hurting others) means going to your Phase Leader or a Senior Leader.

Extra Help

If you find behaviour tricky, you might have an Achievement Card or extra support. Adults at school will work with your parents to help you to learn the right choices.

Remember: We all work together to make school a happy place for learning!

Our Approach

Our behaviour policy is underpinned by a Therapeutic Thinking approach, which recognises that behaviour is a form of communication. We support pupils to develop emotional regulation, self-reflection and positive relationships while maintaining clear boundaries and high expectations. Valued behaviours – the Four Rs – are explicitly taught, modelled and celebrated, and detrimental behaviour is addressed calmly, consistently and fairly.

Valued Behaviours that reflect the values of our school

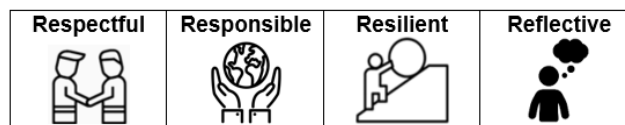
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Rewards and Encouragement

- Immediate praise and recognition (non-verbal, verbal, stickers, certificates).
- Responsibility Points for class rewards (Golden Time).
- Spotlight Pupil certificates for demonstrating valued behaviours.

Managing Behaviour

Therapeutic, restorative approach: children are supported to reflect and resolve issues.

Progressive steps for detrimental behaviour:

- EYFS and KS1: Zones of Regulation and logical consequences
- Warnings and time-outs.
- Loss of Golden Time or movement on behaviour charts.
- Parent meetings for repeated issues.

Serious or dangerous behaviour leads to removal from class/playground and referral to senior staff.

Additional Support

- Achievement Cards for pupils needing extra support with their behaviour.
- Therapeutic Thinking Graduated Approach (Behaviour Policy Appendix 3) for ongoing behavioural needs - parents involved at every stage.
- External support may be sought if necessary.

Suspensions & Exclusions

Used only for serious breaches or persistent detrimental behaviour. Permanent exclusion is a last resort.

Parent Partnership

- Parents play a vital role in supporting behaviour expectations; support the school by reinforcing the Four Rs at home.
- Engage with staff if your child needs an achievement card or graduated approach.
- Work with us to maintain a positive and respectful school environment.



Therapeutic Thinking Graduated Approach

<p>Universal Behaviour Curriculum</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check existing knowledge, skills and understanding. <input type="checkbox"/> Complete pupil induction (routines and valued behaviours). <input type="checkbox"/> Establish a realistic starting point. <input type="checkbox"/> Establish realistic next steps. <input type="checkbox"/> Identify opportunities for teaching and learning linked to real-world experiences. <input type="checkbox"/> Provide guided and supported practice of skills. <input type="checkbox"/> Review progress. <input type="checkbox"/> Refer to Behaviour Policy.
<p>Universal Plus Behaviour Policy</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Support the pupil in line with policy. <input type="checkbox"/> Monitor and record the impact of policy on progress. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p>Targeted Early Prognosis</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from parents/carers and staff. <input type="checkbox"/> Gather information from multi-agency colleagues. <input type="checkbox"/> Ensure collated information informs planning. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p>Targeted Plus Predict, Prevent & Progress</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify protective consequences. <input type="checkbox"/> Identify educational consequences. <input type="checkbox"/> Analyse dysregulation and values and beliefs (subconscious and conscious). <input type="checkbox"/> Complete Anxiety Analysis for relevant variables. <input type="checkbox"/> Create a Predict, Prevent & Progress plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Review progress. <input type="checkbox"/> Implement further analysis and planning.
<p>Specialist Therapeutic Plan</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Update and review all information within Targeted and Targeted Plus. <input type="checkbox"/> Consider involvement of multi-agency colleagues. <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil <input type="checkbox"/> Complete a detailed Therapeutic Plan. <input type="checkbox"/> Set a review date. <input type="checkbox"/> Consider group dynamic options. <input type="checkbox"/> Review progress. <input type="checkbox"/> Involve multi-agency colleagues in review and identifying next steps.