

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>	Summer Term 2026
<i>Committee</i>	LAB
<i>Signed by Chair of Committee</i>	K Smith
<i>Policy Number</i>	SAB16
<i>Review Date:</i>	Summer Term 2028

Rationale

We understand the importance of exceptional behaviour, not only for learning but for life. We believe in teaching our pupils to become tolerant, respectful and caring members of our future society, who can make a significantly positive impact, not only on their own community but the wider world around them.

Aims

This policy aims to:

1. Create a positive culture that promotes valued behaviours, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
2. Establish a progressive approach to maintaining these high standards of behaviour that reflect the values of the school.
3. Provide a consistent and calm approach and to celebrate valued behaviours.
4. Use restorative approaches whilst having clear boundaries on what we consider to be 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 show, through their actions, that they know what constitutes our valued behaviours.
2. Pupils will be respectful and responsible, relating well to each other and to adults.
3. Pupils take responsibility for their own actions.
4. Pupils develop self-esteem, self-discipline and self-reflection, adhering to the Four Rs, which contribute to effective learning.

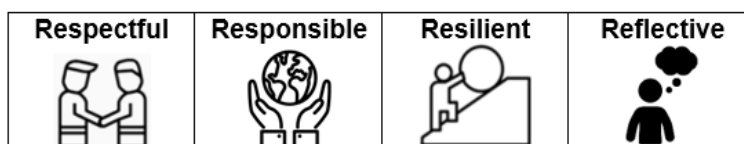
Valued Behaviours

Valued behaviours are those that provide a positive experience, create helpful feelings, and are in line with the school's values. The Four Rs outline Britannia's valued behaviours.

The Four Rs

The Four Rs link directly to our [School Vision and Values](#). The Four Rs form the basis of our high expectations for pupil behaviour across the school. 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.

Our Behaviour Curriculum

We explicitly teach our valued behaviours - the 4Rs - through a carefully planned behaviour curriculum that is woven into daily classroom practice and the wider school experience. Children are supported to understand, practise and reflect on these behaviours through modelling, discussion and consistent reinforcement by all staff. Our approach is underpinned therapeutic Thinking, prioritising understanding the reasons behind behaviour, developing emotional awareness and teaching children to make positive, responsible choices. This ensures that behaviour is seen as a learning process, enabling every child to succeed socially and emotionally. Further details about our behaviour curriculum and how the 4Rs are taught can be found on the [behaviour page of the school website](#).

Rewards

School staff take every opportunity available to recognise and celebrate a pupils' valued behaviour: the Four Rs. This should happen as soon as possible once this behaviour has been observed, acknowledging that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviours. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. 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.

Sanctions

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 graduated approach (Appendix 4), 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.

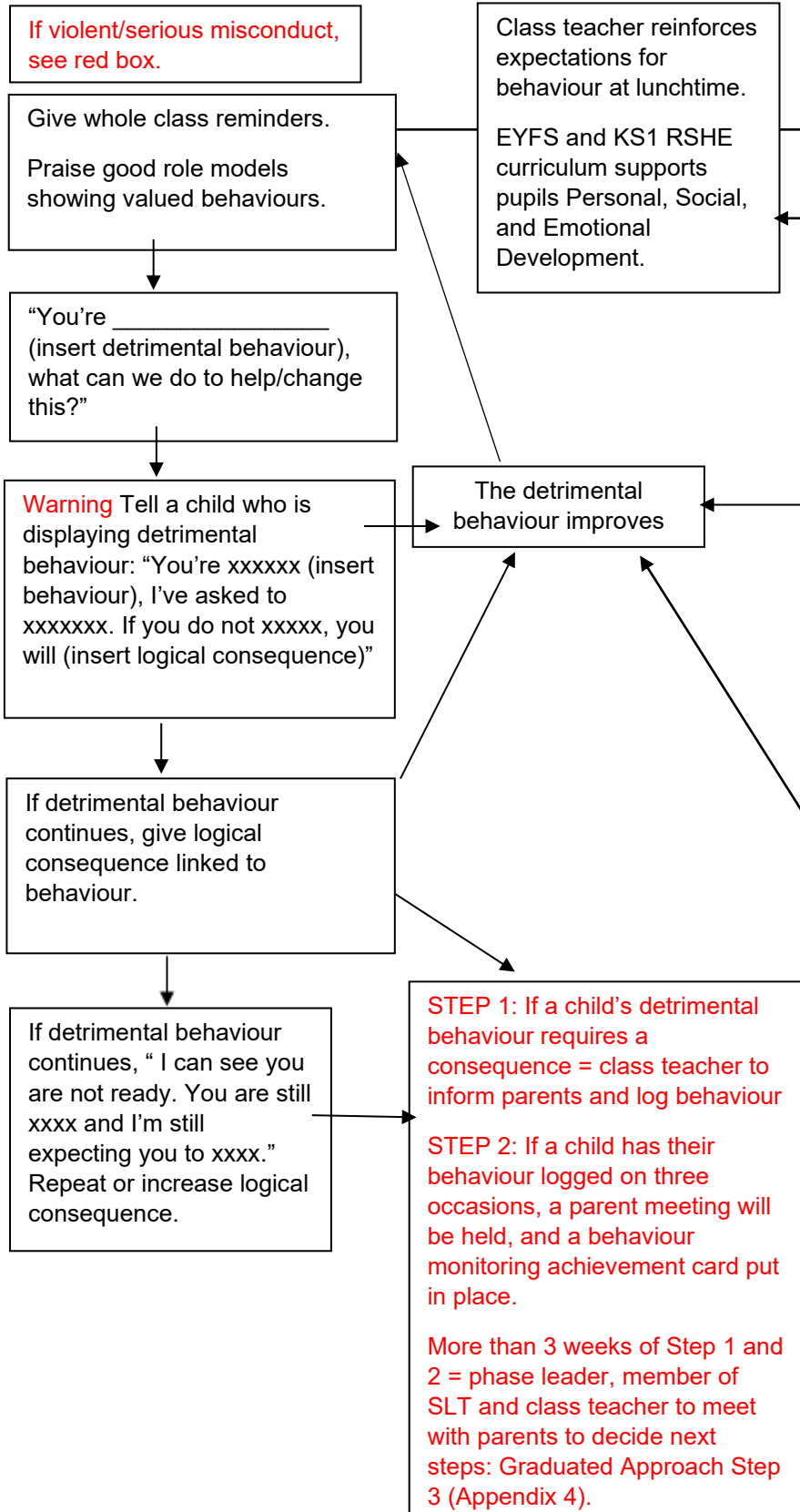
We would deem any behaviour that does not meet our high expectations – outlined within the Four Rs – as detrimental. Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings. Staff should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Staff responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

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.

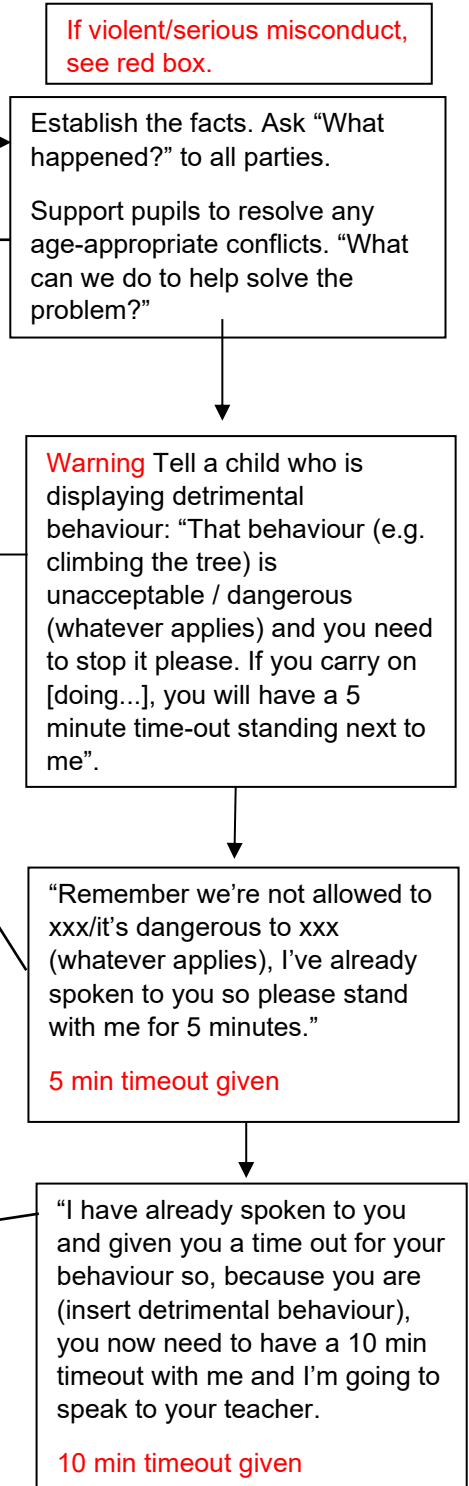


EYFS and Key Stage 1 Behaviour Policy

Indoor Behaviour Policy



Outdoor Behaviour Policy

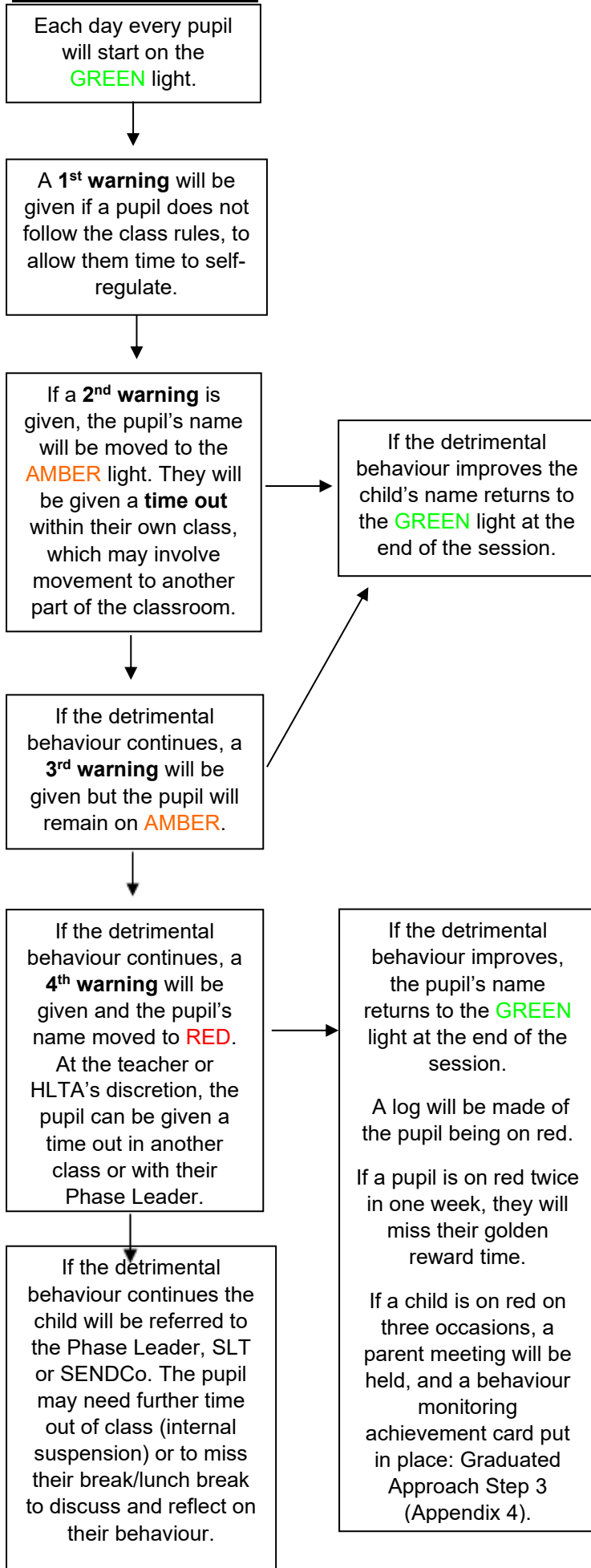


Violent and serious misconduct

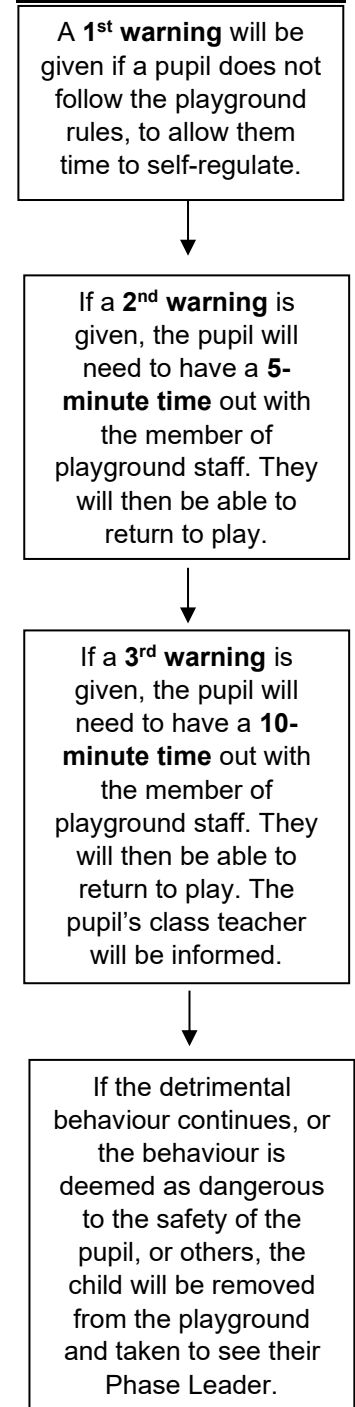
If behaviour is deemed as dangerous to the safety of the pupil, or others, the child will be removed from the playground/classroom and taken to the office.

Key Stage 2 Behaviour Policy

Indoor Behaviour Policy



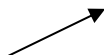
Outdoor Behaviour Policy



Violent and serious misconduct

If behaviour is deemed as dangerous to the safety of the pupil, or others, the child will be removed from the playground/classroom and taken to see their Phase Leader.

Electronic Behaviour Log



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

*****'s best work 



PM 1
PM 2

Key Stage 2

Achievement Card

Name:	Class:
-------	--------

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 are unable to follow the school's behaviour policy, due to behavioural need, they will be supported using the Therapeutic Thinking graduated approach (Appendix 4, Step 3), which is a structured, step-by-step method for intervention. This graduated approach will be followed by the class teacher, with support from their phase leader and/or SLT.

All steps of the graduated approach will be shared with parents and it is imperative that parents are involved and in support of this process.

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 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 should follow the school behaviour policy, including the rewards and flow-charts. They should also adopt the agreed sanctions 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 and display our valued behaviours (4Rs). As above, where a pupil needs to have an achievement card or further intervention through the graduated approach (Appendix 4), it is imperative that parents are part of the process and support the school in implementing this extra provision for their child.

Appendix 1 – Britannia’s EYFS and KS1 Pupil Behaviour Guide



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

Our Valued Behaviours

We are:

- **Respectful** – everyone feels valued and safe
- **Responsible** – we make thoughtful decisions on our own
- **Resilient** – we can deal with problems and challenges
- **Reflective** - we think about our actions and behaviour



Class Rules

Each class makes its own rules together to help everyone to know what valued behaviour looks like.

Rewards - we love to celebrate when you show the 4Rs through:

- Praise, stickers and certificates
- Whooshes/Responsibility Points help your class earn Golden Time
- Spotlight Pupil

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

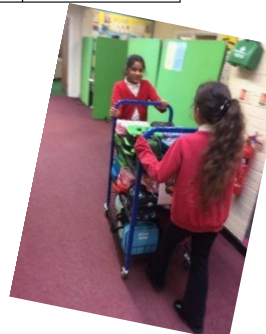
Serious behaviour (like hurting others) means going to your Phase Leader or a Senior Leader.

Extra Help

If you find behaviour tricky, you might have 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! 😊

Respectful	Responsible	Resilient	Reflective



Appendix 2 – Britannia's KS2 Pupil Behaviour Guide

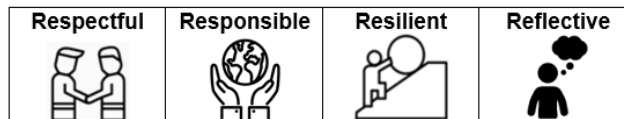


At Britannia, we want everyone to feel safe, happy, and ready to learn.

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!



Behaviour Policy Appendix 3 – Britannia’s Behaviour Policy Parent Summary



Our Approach

We teach pupils to be Respectful, Responsible, Resilient, and Reflective – known as the Four Rs. These valued behaviours are celebrated; detrimental behaviour is addressed calmly and consistently. We use restorative approaches and clear boundaries to maintain high standards.

Valued Behaviours

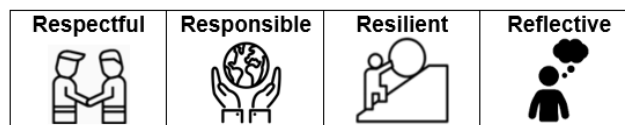
We are:

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.



Rewards and Encouragement

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

Managing Behaviour

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 help.
- Therapeutic Thinking Graduated Approach (Behaviour Policy Appendix 4) 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

Universal Behaviour Curriculum	☐ Check existing knowledge, skills and understanding. ☐ Complete pupil induction (routines and valued behaviours). ☐ Establish a realistic starting point. ☐ Establish realistic next steps. ☐ Identify opportunities for teaching and learning linked to real-world experiences. ☐ Provide guided and supported practice of skills. ☐ Review progress. ☐ Refer to Behaviour Policy.
Universal Plus Behaviour Policy	☐ Check if the identified behaviour is covered in policy. ☐ Support the pupil in line with policy. ☐ Monitor and record the impact of policy on progress. ☐ Review progress. ☐ Implement further analysis and planning.
Targeted Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from parents/carers and staff. ☐ Gather information from multi-agency colleagues. ☐ Ensure collated information informs planning. ☐ Set a review date. ☐ Review progress. ☐ Implement further analysis and planning.
Targeted Plus Predict, Prevent & Progress	☐ Update and review all information within Targeted. ☐ Consider involvement of multi-agency colleagues. ☐ Complete Risk Calculator. ☐ Identify protective consequences. ☐ Identify educational consequences. ☐ Analyse dysregulation and values and beliefs (subconscious and conscious). ☐ Complete Anxiety Analysis for relevant variables. ☐ Create a Predict, Prevent & Progress plan. ☐ Set a review date. ☐ Review progress. ☐ Implement further analysis and planning.
Specialist Therapeutic Plan	☐ Update and review all information within Targeted and Targeted Plus. ☐ Consider involvement of multi-agency colleagues. ☐ Complete the Therapeutic Tree for the individual pupil ☐ Complete a detailed Therapeutic Plan. ☐ Set a review date. ☐ Consider group dynamic options. ☐ Review progress. ☐ Involve multi-agency colleagues in review and identifying next steps.