

**Bournes Green Infant and Junior Schools**



**Behaviour &**  
**Statement of**  
**Behaviour Principles**  
**Policy**

**Reviewed: September 2025**

**Next review due by: September 2026**

## **Behaviour**

Behaviour is the manifestation of unspoken feelings and the way in which we communicate our core needs. It is therefore imperative that as practitioners we do more than simply manage and contain behaviour but show a commitment to building positive relationships to better understand the roots and motives of specific behaviour types.

It is likewise necessary for us to both teach and model appropriate behaviour to the children in our care, while ensuring that there is a consistent approach from all staff. The best way to encourage good behavioural standards is through a clear set of rules reinforced by a balanced combination of rewards and consequences held within a positive, caring school environment.

## **General Principles**

We believe that achievement is affected by behaviour and that behaviour can likewise affect achievement. It is therefore imperative that every child receives appropriate support to maximise their chances of achievement and success at all levels. We recognise that we have a joint responsibility with families to not only help children modify inappropriate behaviour but to teach appropriate behaviour. We want to enable every child to reach their full potential academically, socially, emotionally and physically, while making certain that the rights and responsibilities of children and adults are maintained.

We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the children are able to achieve their full potential. This involves clear expectations for behaviour at whole school and classroom level. It likewise involves the cultivation of an environment where mistakes are regarded as a normal part of life and where children are given the support and encouragement to get their behaviour back on track.

## **Positive Reinforcement of Good Behaviour**

As a staff we recognise good behaviour and praise it, **“If you SEE it SAY it.”** The idea is to make expectations very explicit, so children are clear as to what is expected and are routinely praised for making good choices. In situations where we need to speak to a child or number of children for breaking our **“Green is Great!”** rules, we endeavour to praise the children who are doing what is expected first. This provides the child/ren not following the school rules with an opportunity to reflect on and change their behaviour.

Our Behaviour Policy fundamentally prioritises positive reinforcement, encouragement and nurture. Staff greet children with a smile and consistently model and build positive relationships with children. They remain calm at all times and reflect on their own behaviour and conduct regularly.

Our positive approach to behaviour is based on the following beliefs:

- Building positive relationships with children fosters an ethos of mutual respect and trust
- Children learn from the role models they see and hear around them
- Behaviour can change and every child can succeed
- Celebrating success supports achievement at all levels
- Praise and rewards are more likely to change behaviour than blame and punishment
- Reinforcing good behaviour helps children to feel good about themselves and promote good self esteem

- Being aware of children's individual needs helps us to act in the fairest way
- Working in partnership with parents and carers helps to ensure that a consistent approach supports children to behave well
- Clear and consistent boundaries help children and adults alike to understand what good behaviour means and what it looks like in practice
- Learning about conflict management and self-discipline empowers children to develop the necessary life skills to demonstrate respect for themselves and others. Self-discipline is the only sort of discipline worth having.

At Bournes Green, staff teach and model the expected behaviour at every opportunity to ensure children are clear what is required of them and know how to succeed.

#### The Adults Within Our Community

All adults within the school have a shared responsibility for implementing our Behaviour Policy and will reference the Anti-Bullying Policy where needed. Adults are expected to adhere to the procedures outlined in the policy in order to ensure a consistency of approach.

The expectations of our school community are that all staff, parents and academy committee members behave in a manner which will be an example to others.

#### Leadership Responsibilities

The Academy Committee will review this policy annually in conjunction with the Headteacher and review the effectiveness of the policy within their routine monitoring activities.

The Headteacher and Senior Leadership Team will ensure that the school environment promotes positive behaviour and that staff teach good behaviour effectively and deal with poor behaviour swiftly. The Headteacher and Senior Leadership Team will monitor the effectiveness of the implementation of this policy and ensure adequate staff training is provided.

#### Staff Responsibilities

All staff have a responsibility to ensure the safety and well-being of the children in our care. All staff have a responsibility to promote, adhere to and enforce this policy consistently and calmly. All staff are expected to teach and model good behaviour.

We endeavour to use assertive, positive discipline. **We give clear, sensible and consistent messages about what is expected of all our children and emphasise the positive rather than the negative.** To achieve success and limit instances of exclusion and disruption to the school community, our approach to behaviour management is viewed in the same way as in other areas of school life, with appropriate differentiation and adherence to equal opportunities, giving each child every chance to achieve success at a level appropriate to their capabilities and needs. It is our collective view that every child really matters, and we endeavour to ensure that each child feels cared for and a valued member of our school community.

If it is necessary for a child to be disciplined it is important that all the appropriate adults are informed including the parents and, where appropriate, the Headteacher and Deputy Headteachers. It is the responsibility of the Class Teacher to interact with parents about a child's behaviour in the first instance.

Midday Assistants are responsible for the supervision of children during the lunchtime period. It is expected that they will foster an attitude of mutual respect between themselves and the children. It is their responsibility to ensure that children play in a safe and friendly manner and that they interact appropriately at all times.

#### Parents

Parents play a crucial role with the implementation of the Behaviour Policy. It is vital that parents are fully informed regarding incidents that occur in school that involve their child or children. It is expected that parents will support the school in the implementation of its Behaviour Policy.

#### Visitors

Our school community will treat visitors with courtesy and respect. We expect that this behaviour is reciprocated.

#### Expectations of Behaviour

Our agreed expectations for behaviour (our school rules) are:

### **Green is Great!**

1. Follow instructions.
2. Speak and listen respectfully.
3. Use kind hands, kind feet and a kind face.
4. Always try your best.
5. Work together.

The language of our “Green is Great!” expectations is used by all staff throughout both schools and the children and staff know the rules by heart. Our school rules will be displayed in every room which may be used by the children, including offices.

#### Assembly

Our extensive assemblies programme provides opportunities for shared reflection upon issues that pertain to our school values, our school rules, British Values and other important aspects of children's development which help further develop them into respectful and responsible young citizens. It is therefore a time when expectations for behaviour are particularly high, ensuring that all children have the opportunity to participate and learn without disruption. Children are required to enter the hall in silence and maintain this silence for the duration of the assembly, unless otherwise directed by the adult in charge.

Year 6 children are given the privilege of sitting on benches/chairs. Staff who remain in the assembly will also sit on chairs.

#### In Class

**Children have a right to learn, and teachers have a right to teach.** It is therefore important to ensure that the “Green is Great!” expectations are upheld within the classroom, so as to respect the rights of all individuals. Children are expected to recognise the classroom as a shared learning environment, where they are to conduct themselves in a way that makes learning conducive for all. Similarly, teachers must create a learning environment that is inspiring and engaging, where the

curriculum is relevant to the class and accessible for all. Staff are encouraged to be innovative and creative in their approach to lessons, so as to ensure maximum pupil engagement and minimise off-task behaviour. Staff are expected to always be well prepared and on time in order to minimise the potential for disruption during the school day.

### Transitions

There are a number of intervals during the school day when children move from one place or activity to the next, whether it is for assembly, playtime or lunchtime. Owing to the large number of children moving around the building, it is imperative that children walk quietly and in single file. In order to ensure adherence to these expectations, children will be accompanied to and from the playground by an adult. These stipulations are necessary firstly to ensure the safety of children throughout these transition periods, and secondly as a means through which children can be taught how to behave cooperatively within the school community. It is particularly crucial to have a calm and controlled entrance into the building after playtimes and lunchtimes as this brings clear closure to the recreational part of the day and helps children to prepare themselves for focused learning. Children are expected to line up in silence at the end of playtime and lunchtime.

### Behaviour Outside of School

Children's behaviour outside of school is subject to the Behaviour Policy when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Children's behaviour outside of school is subject to the Behaviour Policy when the pupil's misbehaviour:

- could have repercussions for the orderly running of Bournes Green Schools or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the schools.

In all cases of misbehaviour, the pupil can only be disciplined on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### Card System

Within the classroom, positive learning behaviour is rewarded through our card system. All children begin the day with their name on the **green** section. Remaining in green is a successful day.

Throughout the day children can move to a **gold card** for positive behavioural choices. If a child finishes the day on **gold**, they have their name included within the newsletter and will be given a sticker by the teacher on this day. Poor behaviour will result in the child's name being moved onto **blue, yellow or red** (see below).

**It is where the child ends the day that matters the most.** This approach encourages an aspirational approach to behaviour while embracing the need for second chances. There will be times when a child's actions will mean they remain on red and cannot be moved during the day (e.g. Level 5 and above behaviour).

Yellow and red from the day will be recorded.

### Headteacher/Deputy Headteacher Award

Children can be sent to the Headteacher or Deputy Headteacher for positive academic work where they will receive a sticker and their work photocopied and displayed in the Headteacher/Deputy Headteachers' room; they will also be offered the opportunity to be given a photocopy of their work to take home to their families.

### Core Value Postcards

Teachers complete Core Value postcards which are awarded to the children each week in Celebration Assembly. At least one is given per class per week, but staff can award up to three where justified. Postcards are awarded for demonstrating one or more of our Core Values: Belief, Growth, Success. Children who are awarded a Core Value postcard will have their name included within the newsletter.

### House/Team points

These can be awarded by any member of staff to any child. Team points are recorded on Class DoJo and can be linked to an academic area (e.g. reading at home, TT Rock Stars) or where a class needs additional incentives to further develop an area (e.g. getting changed quickly for PE, lining up quietly). Teachers may add bespoke rewards based on the needs of their class.

In the Infant Celebration Assembly, the team with the highest points for the week (Stafford, Tuke, Mowbray or Nevile), will be recorded with 4, 3, 2 or 1 point on screen. Each week's winners will receive 5 minutes extra play as a reward. The winning team at the end of the term will be awarded a non-uniform day.

In the Junior Celebration Assembly, the team with the highest points for the week (Stafford, Tuke, Mowbray or Nevile), will be recorded with 4, 3, 2 or 1 bar. Each week's winners will be given access to Whisper World on a Friday as a reward. The winning team at the end of the term will be awarded a non-uniform day.

## **When Things Go Wrong**

### Preventing Poor Behaviour

All staff are responsible for modelling and promoting good behaviour. The language used by adults when discussing a child's behaviour is crucial and must never be negative, confrontational or derogatory. Children must be treated with compassion and respect without exception, even when having difficult conversations about their behaviour.

The staff take preventative measures to avoid poor behaviour at every opportunity and to avoid any recurrences of poor behaviour. This takes place through:

- Clearly articulated, taught and modelled expectations
- Constructive feedback for commendation and correction
- Advance notice of any change, situation or event that may cause some children difficulty in maintaining good behaviour.

## Principles for Correcting Poor Behaviour

The following principles apply at all times:

### Do:

- Always keep your responses to a child's negative behaviour low and calm. Ensure you are calm and measured when you speak to the child. Always keep your own emotions in check.
- Always give the child a warning before applying a consequence or moving their name to yellow/red.
- Always explain why you are applying a consequence in the context of the "Green is Great!" rules.
- Always explain to the child how they can improve.
- Give a child the chance to explain.
- Be fair and respectful at all times.
- Consult with senior colleagues if you have any concerns.
- Allow for mistakes and recognise there are times that we should offer "a second chance".
- Make sure the victim of any incident is aware if a consequence will be given. The precise nature of the consequence does not need to be discussed. If appropriate, have them present when discussing the incident.
- Allow the child to "cool off" or calm down before you speak to them. This may take longer with some children than with others.
- When the time is right, a restorative conversation with the child is essential. This may only be attempted when all parties are calm.

### Don't:

- Set "lines".
- Keep children in at break times/lunchtimes without supervision.
- Keep children in after the final bell under any circumstances.
- Give children work to do as a punishment. They can be given classwork to complete.
- Humiliate or embarrass a child in front of others.

## Emotion Coaching

When things go wrong, we use the Emotion Coaching approach, based on the work of John Gottman (1996, 1997). This approach helps children to understand their emotions, why they occur and how to handle them. We use the following 3 steps:

**Recognise the Child's Feelings:** Staff validate the child's feelings, empathise with them and label the emotion. We recognise that behaviour is communication. We say things like, "I can see you're angry, I think I might feel angry about that too if it was me, it's okay to feel like that."

**Set Limits:** We help the child to understand that all feelings are okay, but not all behaviour is. We help them to separate their feelings from their behaviour using a Growth Mindset approach so they learn to feel they can change their behaviour.

**Problem-Solve Together:** Together with the child, we **explore** how they were feeling, we **scaffold** (e.g. maybe next time you could...) and we **empower** them by saying "I know you can do it; I have belief in you".

## Consequences

All incidents of poor behaviour, bullying, discrimination, aggression and derogatory language are dealt with quickly and efficiently. Consequences are employed appropriately to each situation. In all cases a child is expected to make a full apology for their actions. The typical consequences are listed below as a guide. In extreme cases, stages may be skipped. Children must always be given a clear explanation as to why they are receiving a consequence, contextualised within the “Green is Great!” expectations.

The table below is a guide for staff and should be used alongside their professional judgement and may need to consider the age, SEND and any relevant personal circumstances that the child may have.

Level	Behaviour	Consequence/Reward (for Gold)	Card	Inform Parent	Behaviour Record
	Exceptional behaviour linked to the School Rules and our Core Values.	If a child finishes the day on gold, they will be awarded a sticker, and their name will be included in the newsletter.	Gold	Yes (via the newsletter)	No
1	Poor attention, talking in class, calling out, not sharing etc.	Verbal warning in context of “Green is Great!”	Green	No	No
2	Continued behaviour at L1 with no response to warning	Card change is the consequence in KS1 and 2  Time out can be used in EYFS during continuous provision	Blue	No	No
3	Continued L1/2 behaviour or a more significant disruption to learning, e.g. throwing object in classroom, persistently off task, deliberately disrupting learning.	At playtime/ lunchtime, the consequence is that the child must remain with teacher for a few minutes, depending on their age and discuss behaviour expectations for next session.  Child is reminded of expectations by the adult (see Redirection Conversation below).  Time out used in EYFS	Yellow	No	Yes
4	Continued L1-3 behaviour;	Child misses playtime or lunchtime with HT or DHT: EYFS – 5 minutes KS1 – 5 minutes	Red	Yes  Class teacher	Yes

		KS2 – 15 minutes A Redirection Conversation (script below) takes place with the adult.			
5	L1-4 do not need to have occurred;  Verbal or physical aggression towards others, e.g. deliberately pushing; damage to school property; swearing, remarks referring to protected characteristics	The child will be sent to the HT or DHT immediately.  Child misses playtime or lunchtime with HT or DHT: EYFS – 5 minutes KS1 – 5 minutes KS2 – 15 minutes  A Restorative Conversation (script below) takes place with the adult.	Red	Yes  Class teacher  (In some circumstances HT/DHT)	Yes  Plus CPOMS if linked to protected characteristic
6	Repeated L5 behaviour;  Physical violence to another child or an adult; derogatory language; bullying; damage to property	The child will be sent to the HT or DHT immediately. The child will complete their learning away from the class supervised by HT/DHT for safety of all and to allow time for recovery and restoration.  A Restorative Conversation (script below) takes place with the adult.  A Behaviour Plan may be implemented if not already in place. This will be written by the Headteacher and Class Teacher.	Red	Yes  HT/DHT	Yes  Plus CPOMS if linked to protected characteristic OR bullying
7	Continued L6 behaviour; unprovoked violence; dangerous behaviour; leaving school premises; serious damage to property; severe bullying; severe derogatory language; sexual harassment	HT/DHT informed immediately.  Suspension. The child will not be permitted to attend school for a fixed period of time. Learning will be provided to be completed at home. A detailed reintegration plan will be put in place. See “suspensions and permanent exclusion” below.	Red	Yes  HT/DHT	Yes  Plus CPOMS if linked to protected characteristic OR bullying

8	Ongoing L7 behaviour and/or a very serious incident of any of the above behaviours, including any behaviours that endanger the child or others and any form of sexual violence.	Permanent exclusion. See "suspensions and permanent exclusion" below.	Red	Yes HT/DH T	Yes
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### **Recording Incidents**

Staff record all incidents that reach Level 3 on the sanctions list above. Incident reports must include information on what preceded the behaviour, what the behaviour was and what followed. Incidents are recorded onto Bromcom and routinely tracked by Senior Leaders and Learning Mentors. They will determine and action which records should be added to CPOMS.

Parents will be informed and, where necessary, asked to come into school. Notes from the meeting may be taken and uploaded to CPOMS. On some occasions it may be necessary for a member of the Office Team to take minutes. Parents may wish to bring other adults for support, in agreement with the school.

If an incident is identified as bullying or a form of prejudicial behaviour (including online), then this must be recorded onto CPOMS and the Anti-Bullying Policy followed.

### **Redirection Conversation**

When a child needs reminding of expectations the adult will use the following script as a guide:

I've noticed you are... (feeling angry/upset; having trouble getting started; not on task etc.)  
 The instruction you've been given is...  
 So you need to...  
 Do you remember when you did... really well last week/ yesterday?  
 I believe in you and know you will continue to grow as a person through our Core Values.  
 (allow time for child to process, then praise as soon as expected behaviour is seen)

### **Restorative Conversation**

When a child is reflecting on their behaviour with an adult, the adult will use the following script as a guide:

I'm here to listen. Can you tell me what happened?  
 What were you thinking/ feeling at the time?  
 How do you think this made other people feel?  
 Who has been affected by your actions?  
 How can we put things right?  
 If this happened again, what could you do differently?

### **Children with Behaviour Difficulties, Special Educational Needs, SEMH Needs**

For individual children, it may be necessary to implement an individualised reward and sanction system in consultation with the SENCo and parents.

### **Child on Child Abuse**

Children can abuse other children. This may include physically, sexually or emotionally hurting others. All staff should recognise that children are capable of abusing their peers. This abuse may take place in school, out of school or online. The school has a 'zero tolerance' approach to all forms of child on child abuse, it is never acceptable; staff have an important role in preventing it. Please refer to the school's Child Protection and Safeguarding Policy for more information.

### **ICT and Online Behaviour**

To support our children better understand online behaviour and safety, we teach this within our Computing curriculum. In addition, we take part in Safer Internet Day and have a range of supportive online materials on the [school website](#). This is also signposted in the weekly newsletter. Where necessary, we hold class or year group assemblies to address any concerns. We will also meet with parents and children to work through any challenges or issues they face.

[www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)

[www.childline.org.uk](http://www.childline.org.uk)

[www.ceop.police.uk](http://www.ceop.police.uk)

At Bournes Green, we believe that parental support and understanding in safe use of the internet is an essential component in managing cyber-bullying. The use of the internet is an essential part of modern life. The school will always try to provide parents with technical assistance, should they need it, and will signpost outside agencies.

### **Suspensions and Permanent Exclusion**

For all and any incidents of suspension or exclusion, the school adheres to the [government guidance](#). In some cases, it may be decided that the child be removed from the classroom and/or the playground for a period of time where their behaviour is disrupting learning. This is an internal exclusion. This will involve being isolated from other children under the supervision of an adult. The decision to exclude internally is made by the Headteacher and is communicated with parents at the earliest opportunity.

The Headteacher may decide to suspend a child for a fixed period, or in extreme cases permanently exclude the child. This would be as a result of serious breaches of the school's Behaviour and/or Anti-Bullying Policy. They will consider all the circumstances, the evidence available and the need to balance the interests of the child against those of the whole school community.

The parents, Trust, Chair of the Academy Committee and the Local Authority are informed of any suspension or exclusion as soon as possible. Suspensions and exclusions are reported by the Headteacher to the Academy Committee on a termly basis.

Parents have the right to make representations to the Academy Committee about an exclusion, and the Academy Committee must review the exclusion decision in certain circumstances, which include all permanent exclusions.

The child will be invited to attend a reintegration meeting with the Headteacher and their parents upon their return to school. A detailed reintegration plan is formulated within this meeting and reviewed on a regular basis thereafter.

### **Use of Reasonable Force**

In some circumstances, staff members may use reasonable force to control or restrain a child. Where circumstances arise that endanger the safety of a child or adult, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its recurrence. This is in line with [government advice](#) issued in July 2013 as follows:

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.

School staff should always avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

### **Searching, Screening and Confiscation**

The school follows the government advice in relation to [Searching, Screening and Confiscation](#) issued in July 2022.

### **Continued Professional Development of Staff**

Bournes Green Schools recognises the importance of staff training to address our duty for Child Protection. We ensure all staff have the necessary professional skills, especially awareness of the risk and indications of child abuse and bullying. This policy is shared in detail with new staff upon induction.

### **Complaints Procedure**

If for any reason a parent feels that this policy has not been carried out fairly or that they need to raise the issue further, then they are directed to read the Trust's Complaints Policy.

**Lanyard sized prompts**

**Restorative Conversation - Guide script:**

I'm here to listen. Can you tell me what happened?  
What were you thinking/ feeling at the time?  
How do you think this made other people feel?  
Who has been affected by your actions?  
How can we put things right?  
If this happened again, what could you do differently?

**Redirection Conversation - Guide script:**

I've noticed you are... (feeling angry/upset; having trouble getting started; not on task etc.)  
The instruction you've been given is...  
So you need to...  
Do you remember when you did... really well last week/ yesterday?  
I believe in you and know you will continue to grow as a person through our Core Values.  
(allow time for child to process, then praise as soon as expected behaviour is seen)