



Behaviour policy and statement of behaviour principles

Approved by	Badgerbrook Advisory Board
Approval date	September 2026
Frequency of review	Annual
Next review date	September 2027

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

Roles & Responsibilities:

- Governors: Approve and monitor the Behaviour Policy and ensure compliance with statutory requirements.
- Headteacher: Implements the policy, ensures staff training, and reports to governors.
- Staff: Apply the policy consistently, model positive behaviour, and engage in restorative practice.
- Pupils: Follow school rules, engage in restorative processes, and respect others.
- Parents: Support the school in promoting positive behaviour and attend meetings when required.

Statement of Behaviour Principles

This Behaviour Policy is underpinned by the written statement of behaviour principles approved by the Advisory Board. These principles ensure that our approach promotes respect, fairness, and consistency while reflecting our nurturing ethos. The statement is available on our school website.

Written statement of behaviour principles:

- ❖ Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- ❖ All pupils, staff and visitors are free from any form of discrimination

- ❖ Staff and volunteers set an excellent example to pupils at all times
- ❖ Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- ❖ The behaviour policy is understood by pupils and staff
- ❖ The suspensions and exclusions policy explains that they will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- ❖ Pupils are helped to take responsibility for their actions
- ❖ Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Vision and Ethos

Our school is committed to creating a safe, inclusive, and supportive environment where every child can thrive academically, socially, and emotionally. This Behaviour Policy ensures that behaviour management is relational, restorative, and developmentally appropriate.

The Six Principles of Nurture

1. **Children's learning is understood developmentally**
 - Behaviour expectations reflect developmental stages, not chronological age.
 - Staff use tools such as the Boxall Profile® to assess social and emotional needs and plan interventions.
 - Interventions, such as ELSA, phonics support and sensory breaks, are tailored to individual needs.
2. **The classroom offers a safe base**
 - Predictable routines, visual timetables and calm spaces are embedded in all classrooms.
 - Adults model positive relationships and provide emotional containment to support cognitive learning.
 - Physical environments include nurture displays, quiet zones and sensory resources.
3. **The importance of nurture for wellbeing**
 - Wellbeing is prioritised through PSHE lessons, restorative practices and recognition systems, including whole-school reward systems such as Dojo points, Headteacher award including certificates.
 - Staff wellbeing is supported through collaborative problem-solving and access to professional development.
4. **Language is a vital means of communication**
 - Staff use clear, supportive language and model emotional vocabulary.
 - Opportunities for talk are embedded in daily routines; pupils are encouraged to express feelings verbally rather than through behaviour.

5. All behaviour is communication

- Behaviour is understood as an expression of need. Responses focus on curiosity and empathy.
- Restorative conversations and reflective practices help pupils repair relationships and learn self-regulation.

6. The importance of transition in children's lives

- Transitions, including daily routines, year group changes and moving to secondary school, are planned and supported.
- Strategies include a two-day internal transition period, transition meetings, visual supports and additional preparation for pupils who may find change more challenging.

Aims

Our school is committed to promoting positive behaviour through a nurturing ethos, where every child feels valued and supported. We move away from punitive responses and instead adopt restorative and relational approaches that focus on repairing relationships and understanding the reasons behind behaviour. Through this approach, we aim to help pupils develop essential skills such as self-regulation, resilience and respect for others, equipping them to thrive both socially and academically. Whilst we maintain consistency in expectations across the school, we also recognise the importance of flexibility to meet individual needs, ensuring that every child receives the support necessary to succeed.

Strategies and Procedures

Our approach to behaviour management is proactive, relational and reflective. It is designed to prevent difficulties, respond with empathy and monitor progress to ensure every child feels safe, valued and supported.

Preventative

We believe that prevention begins with understanding. All staff receive whole-school training in the Six Principles of Nurture and trauma-informed practice, ensuring a consistent, compassionate approach across the school. This shared knowledge helps staff recognise the underlying needs behind behaviour and respond appropriately.

To tailor support, we use Boxall Profiles to assess pupils' social and emotional development. These profiles inform provision maps and targeted interventions, enabling us to meet individual needs before they escalate into behavioural challenges.

Responsive

When incidents occur, our response is restorative rather than punitive. Staff engage pupils in restorative conversations, helping them reflect on their actions, repair

relationships and learn strategies for self-regulation. For pupils who need additional support to regulate emotions, we provide access to quieter spaces, such as the ELSA room, bean-bag room, library and outdoor learning environments. These safe, calming spaces allow children to regain control, with support, and return to learning when ready.

Children have the opportunity to 'reset and reflect' at lunchtime and at the end of the day. The aim of this is to provide children with a calm, structured space to process incidents and restore relationships. Rather than dwelling on mistakes, this approach allows pupils to acknowledge what happened, understand its impact and consider positive choices for the future. By focusing on reflection and repair, children are supported to move on from incidents without lingering negativity, reducing anxiety and promoting emotional regulation. This restorative process reinforces the message that mistakes are part of learning and that every child has the chance to start afresh, fostering resilience and a sense of belonging.

Monitoring

Behaviour is not viewed in isolation but alongside wellbeing indicators. We track patterns of behaviour and emotional health, ensuring that interventions remain effective and relevant.

Every term, we review provision maps and interventions, adapting strategies as needed to reflect pupils' progress and changing circumstances. This ongoing cycle of reflection and adjustment ensures that our approach remains dynamic and responsive.

Positive behaviour will be rewarded with:

Verbal Praise

- We believe that verbal praise, smiles and encouragement are important factors in creating positive atmospheres which will promote good behaviour.

Good to Be Green

- EYFS and Years 1, 2 and 3 pupils use Good to be Green for positive reinforcement of expected behaviours.

Silver Stickers

- These are given to reward children for positive learning behaviours and attitudes and/or following the school rules.
- Children who have received a silver on a day will receive a silver sticker at the end of the day 3 dojos.

- **Gold Stickers**

- These are given to reward children for excellent behaviour and/or going above and beyond.
- Children who have received a gold on a day will receive a gold sticker at the end of the day and an additional 5 dojos.

The Badgerbrook Award

- Each week children throughout the school are nominated by their class teacher for a Badgerbrook award. This is to celebrate their own personal achievements that week linked to the Badgerbrook core values. Two children from each class will be invited to have a treat with the senior leadership team at the end of the week.

Badgerbrook behaviour curriculum:

The school has a set of whole school rules, which all of the children in school know and are expected to adhere to;

Be kind

Be respectful

Be safe

Expectations for behaviour in school are clear and discussed with the children regularly. These expectations are continuously referred to.

At Badgerbrook PSHE schemes of work, such as Kapow PSHE Association and No Outsiders are used throughout the school to teach about positive behaviours towards others. These programmes promote respect for one another's views and feelings and give children opportunities to discuss problems and issues as they arise. We expect that everyone will:

- Attend school regularly
- Be punctual
- Always try their best
- In class, make it possible for all pupils to learn
- Be kind to others
- Look after school property
- Keep the school clean and tidy
- Move safely and quietly around the school
- Speak and listen at the appropriate times
- Tell a member of staff if there is a problem
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet expectations.



Badgerbrook school values:

Courage

Honesty

Determination

Excellence

Supporting positive choices through reflection and restoration

When behaviour falls outside our school rules, we respond calmly and consistently, focusing on helping the child understand and repair relationships. Consequences, such as missing a short amount of break or lunch are applied thoughtfully and proportionately, ensuring time is used for reflection rather than punishment. Where needed, we engage in supportive conversations with parents to work collaboratively. Our approach prioritises empathy and growth, reinforcing that mistakes are opportunities for learning within a safe and caring environment.

Language regarding behaviour in school

Clear, simple and consistent language is essential in supporting positive behaviour. When adults use calm, predictable wording, pupils feel safe, understand expectations and are better able to regulate their emotions. Keeping language concise reduces cognitive load, particularly for children with SEND, communication needs or those experiencing dysregulation. Consistency across all staff ensures messages are reinforced rather than confused, helping pupils learn what is expected of them and why. By using shared scripts, visual cues and developmentally appropriate phrasing, we create an environment where pupils can process information more easily, feel secure in routines, and respond positively to guidance. We therefore use the language of red and yellow behaviour to provide children with simple, predictable cues that help them recognise how their actions align with our school expectations, and to guide them towards restoring relationships and making positive choices.

Where children are displaying yellow behaviours, we encourage them to stop and think. Wherever possible, adults will have discrete a conversation with children to remind them of expectations and allow them to pause, reflect, and make a positive change before behaviour escalates. Adults consider if adaptations need to be considered to support pupils in their behaviours.

Yellow behaviours include:

- Repeatedly calling out

- Not following adult instructions
- Messing around
- Being unkind
- Poor learning behaviours

When children are displaying red behaviours, we calmly (and wherever possible) discreetly request that they **stop**.

Red behaviours include:

- Being disrespectful to an adult
- Swearing
- Hurting another child with their words
- Physically hurting other children
- Repeated yellow behaviour

All classrooms have the posters with visual prompts displayed to support positive learning behaviour.

Consequences

Consequences are proportionate and aim to support reflection and learning and may include: verbal reminders, restorative conversations, reflection time, loss of part of break/lunch time, internal exclusions, and in serious cases, suspension or permanent exclusion in line with statutory guidance. Restorative practice is used to help pupils understand the impact of their actions, repair relationships, and develop strategies for improvement. For children with SEND or additional needs, responses are tailored to their individual circumstances, ensuring that support plans and reasonable adjustments are in place. Our aim is always to teach, not punish, and to help every child learn the skills needed for positive behaviour.

Examples		
Yellow	• Talking whilst others are sharing ideas • Calling out • Bringing inappropriate equipment into school • Lack of respect/attention to others and school property • Wandering around unnecessarily during the lesson • Interfering with others and/or work • Delaying being on task	• Verbal warning – told to stop and think • Reminded of behaviour expectations – use of examples of what our rules mean • Visual cues used if appropriate • Confiscating offending items • Change of seats if needed

	• Coming into class inappropriately • Taking things without permission • Throwing/flicking items • Shouting/singing inappropriately • Deliberately annoying others • Not finishing work, despite support and encouragement • Disrespect to adults • Answering back	• Reinforce appropriate behaviour 'Well done for making the right choices' etc.
Red	• Persistent display of yellow behaviours • Verbal abuse including racism & sexism • Homophobic language • Biting • Fighting • Persistent physical behaviours • Hurting another pupil/staff member • Swearing at an adult or pupil • Physical abuse to adults • Sexual gestures or behaviour • Using equipment as a weapon • Leaving the classroom without permission • Any extremely dangerous or threatening behaviour • Climbing on school furniture • Damage to school property • Refusing to follow instructions and non-compliance	• Receives a 'red' (verbally) • Miss 10 minutes of lunchtime (if AM) or 10 minutes of break the following day (if PM) • Restorative conversation to be had in reflection time • Member of staff dealing with incident completes behaviour log and puts incident on Arbor. • Possible escalation to Phase Leader • Possible involvement of SLT. • Parents will be informed and the class teacher / phase leader may suggest a meeting to discuss and put together next steps and strategies to support positive outcomes. • Possible short, fixed term internal or external suspension

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

The school follows DfE guidance on searching, screening, and confiscation. Staff may search pupils for prohibited items where necessary, ensuring that procedures respect dignity and safeguarding principles.

Prohibited items include:

- Knives or weapons
- Mobile phones
- Alcohol or illegal drugs

- Stolen items
- Cigarettes (including vapes/e-cigarettes)
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage property (e.g., lighters, matches, laser pens, BB guns, dangerous chemicals)
- Any item banned by the school rules and identified as an item which may be searched for (e.g. energy drinks, aerosols, large quantities of sweets, offensive material, item that could disrupt learning or pose a risk to health and safety)

SEND & Equality

The Behaviour Policy complies with the Equality Act 2010 and ensures reasonable adjustments for pupils with SEND or additional needs. Responses are tailored to individual circumstances to promote inclusion and fairness.

Teachers' Statutory Powers

Teachers have the authority to discipline pupils for misbehaviour inside and outside school, use reasonable force when necessary to prevent harm, and confiscate prohibited items in accordance with DfE guidance.

Procedures for Serious Incidents

For serious breaches, the school follows DfE guidance on suspension and permanent exclusion. Safeguarding concerns are addressed in line with the school's Safeguarding Policy. Parents are informed promptly and involved in restorative processes where appropriate.

Policies

The following policies work together to ensure a safe, inclusive, and supportive environment for all pupils and staff. They should be referenced in your Behaviour Policy and reviewed regularly to ensure consistency and statutory compliance and can be found on the school website:

[Badgerbrook website](#)

- Wellbeing Strategy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Exclusions and Suspensions Policy
- Physical Intervention (or Positive Handling) Policy
- Online Safety Policy
- SEND Policy
- Equality and Inclusion Policy
- Staff Code of Conduct
- Whistleblowing Policy
- Attendance Policy
- Complaints Policy