



Positive Behaviour Policy

Policy Date: 24th November 2025

For further advice and guidance in relation to this policy, please contact HR ONE at hrdirect@devon.gov.uk or on 01392 385555.

**This policy was adopted by the Governing Body of
Bradley Barton Primary School and Nursery on 24th November 2025**

Date of Review: November 2026

Rationale

Through our behaviour policy, we encourage and acknowledge behaviour which allows others to learn and the school community to flourish. Bradley Barton's focus on teaching and learning is underpinned by learning behaviours which create a positive and respectful atmosphere throughout the school, maximising the learning potential. It is imperative we offer our children the security and relationships needed to meet their individual well-being and mental health needs and guide them along their journey in becoming independent, resilient life-long learners. On occasions, where social bonds in our community are damaged, or a child's learning is jeopardised by their own or another's behaviour, then we will aim to allow the damage to be repaired and our community balance to be restored effectively.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To celebrate behaviour that is positive.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is the expectation for all.

Responsibilities:

Being clear in our expectations of each other and agreeing about each of our responsibilities is important for all.

School staffs' responsibilities:

- Promote a positive culture by being explicit in behaviour expectations for children.
- Treat pupils with respect, seeking every opportunity to praise and acknowledge endeavours.
- Build positive relationships with pupils by greeting them in the morning.
- Praise children and consistently award reward points to acknowledge positive behaviours.
- Follow up instances of poor behaviour (both in and out of lessons) following the behaviour policy.
- Acknowledge and support pupils who are failing to meet expectations (in the classroom and around school).
- Support children in solving problems using a restorative approach.
- Prepare lessons carefully to meet children's learning needs and create positive learning environment.
- Liaise effectively with parents to ensure good communication.
- Behave in a positive, calm and consistent manner.
- Work collaboratively with school staff and external professionals to support children.

School staff are entitled to:

- To be treated with respect and feel valued by pupils, staff and parents.
- Feel safe and supported.
- To be able to teach in a calm and respectful environment.
- To be informed of individual pupil's needs through thorough transition and SEND updates.
- Raise their concerns and be listened to.

Children's responsibilities:

- Allow others to learn and the teacher to teach.
- Treat others with respect.
- Uphold the behaviour policy.

- Follow our key rules and routines as well as the agreed class commitments.
- Behave safely and sensibly at all times (including on school trips).
- Engage in restorative conversations when situations of conflict have arisen and be truthful.
- Move around the school building and site in a calm and orderly way.

Children are entitled to:

- Feel safe and happy in school.
- Have a voice and be heard.
- Know the school has the highest expectations of their potential in all areas.
- To be treated with respect and feel valued.
- A fair, calm and consistent approach to discipline.
- To have their individual needs met.
- To learn in a calm and respectful environment.

Parents'/carers' responsibilities:

- To work positively with the school to meet the children's needs.
- To ensure their child is ready to learn by being punctual and wearing the correct uniform.
- Respectfully communicate with the school in line with the school's communication guidance.
- Maintain confidentiality.
- Attend scheduled meetings e.g. parent's event with staff to review their child's progress, APDR meetings if relevant.
- Work with school to resolve issues.
- Contact school whenever there is a problem or anything we need to know which could affect a child's behaviour.

Parents/carers' are entitled to:

- Be treated with respect.
- Know the school has the highest expectations of their child's potential in all areas.
- Know their child will be safe.
- Receive effective communication about their child/children.
- Raise their concerns and be listened to.

Recognition and rewards

At Bradley Barton, we recognise and reward learners who go over and above our standards. Positive consequences are motivating and consistent reinforcement of good behaviour is important in our school. The school acknowledges all the efforts and achievements of children both in and out of school.

Examples of rewards and recognition include:

- Non-verbal (thumbs up, smile etc.)
- Awarding special responsibilities.
- Verbal feedback/praise.
- Awarding Class Dojo points (see appendix 2 for reasons given).
- Badge system for Dojo points.
- Sharing with other children and/or staff as well as parents where necessary.
- Written feedback and comments.
- Stickers.
- Personal reward charts.

- Class-based reward charts.
- Informal/formal contact with parents via ClassDojo, telephone call or face-to-face.
- Awarding certificates.
- Being nominated as Star of the Week.

Managing behaviour

Engagement with learning is always our primary aim at Bradley Barton Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, the child may need some reflection time for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Bradley Barton praise the behaviour we want to see and do not focus on the undesirable behaviours. When a pupil's behaviour falls below the standard that can be reasonably expected of them, staff will respond in order to restore a calm and safe environment to prevent recurrence of undesirable behaviour.

Relational support plans (RSP) /Co-regulation plans

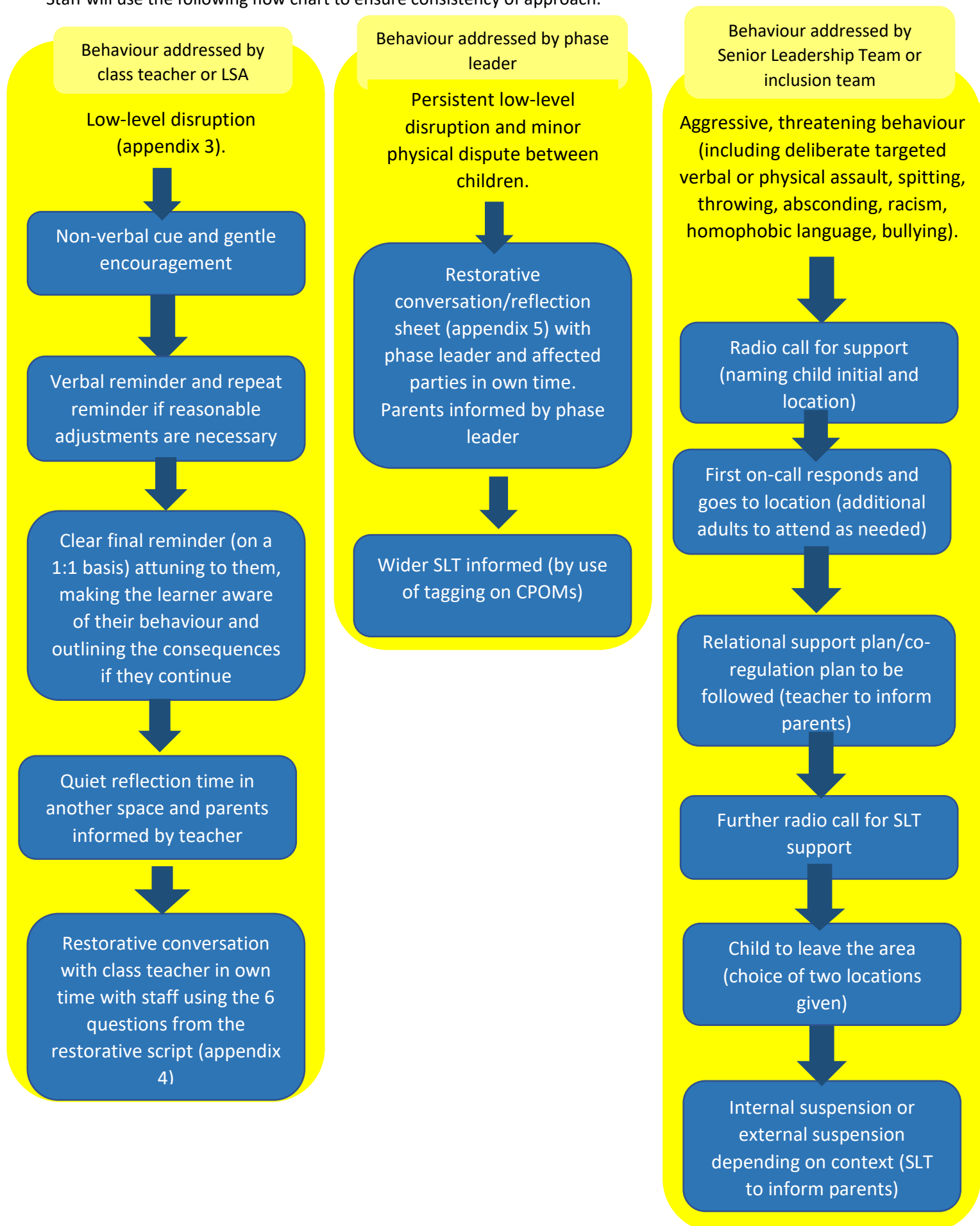
Children who exhibit behavioural difficulties as a result of identified social, emotional and mental health issues or social communication and interaction difficulties are supported by a graduated approach. Children may be placed on the school's Special Educational Needs and Disabilities (SEND) register and provided with a RSP or co-regulation plan to support them. The pupils' needs will be considered when deciding on appropriate consequences in line with SEND policy.

Our Promoting Positive Behaviour Policy should work for all children but we recognise that some children require additional support. Some pupils may benefit from an RSPs. These plans will clearly define behaviours, triggers and responses/strategies and outline emergency procedure to enable staff to deal effectively with potentially extreme behaviours. The plan will identify early warning signs and include proactive and reactive strategies. All plans will be formally agreed by SLT and signed by parents/carers. These plans will help to ensure that early and proactive intervention strategies become embedded within the daily approach. These plans support all staff in ensuring consistency when supporting children.

Breaches in the behaviour policy

Breaches of the behaviour policy are detailed below in the flowchart.

Staff will use the following flow chart to ensure consistency of approach:



Restorative practice

Bradley Barton Primary School uses restorative practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Additionally, this supports the child to reflect and learn from their behaviours. A restorative ethos does not prohibit the application of sanction, e.g. loss of privileges or time away from other learners, but requires them to be relevant.

Our restorative process is based on six key questions.

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- What needs to happen to put it right?
- How do you feel now?
- How can we do things differently in the future?

The purpose of leading a discussion around these questions is:

- To ensure people take responsibility for their action and any harm that has been caused
- To explore and take actions to repair harm
- To reduce risk of future harm

A restorative meeting following an incident brings together all those who are relevant to an event where harm has occurred. When all who are involved are in a calm and regulated state, both sides talk about the incident and, together, negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Restorative approaches range from a quick 'restorative chat', if necessary, meetings with parents and senior leaders present.

Suspensions

At Bradley Barton Primary School, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, they do set a clear boundary for what is acceptable and in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy then an internal suspension or external suspension may be considered appropriate. An internal suspension may be put in place following a serious incident or an accumulation of incidents and the child will be subject to an internal suspension for a specified period of time. Parents/carers are informed of the reasons for the internal suspension. When on internal suspension, the child will be sent with relevant work to an appropriate learning space. A child on an internal suspension will get regular breaks and a lunch time break but not with their peers. An external suspension for a fixed period may be used by the Headteacher if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, or if the incident was considered very serious, e.g. hurting an adult. If this decision is taken, work will be set for the pupil to complete at home. Following a suspension, the pupil and parents meet the Headteacher or member of SLT to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed, they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

We feel that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. The governors of Bradley Barton Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils including those with SEND. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils or staff at the school. At Bradley Barton, we explore all alternatives before considering permanent exclusion. This includes alternative provision, part-time timetables and managed moves. All exclusions will be carried out in accordance with the August 2024 DfE Guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including Pupil Movement.

Statutory Guidance for suspensions and permanent exclusions

At Bradley Barton, we follow statutory guidance when considering suspending or permanently excluding a child. This guidance can be found below.

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Positive restraint of pupils

The power to use reasonable force and other physical contact. The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. If a member of staff intervenes physically they will follow the school's Positive Handling Policy and record and report that this approach has been required.

Guidance can be found here:

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Recording

All members of staff are trained to use our secure online recording system, Child Protection On-line Management system (CPOMs) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent low-level disruption

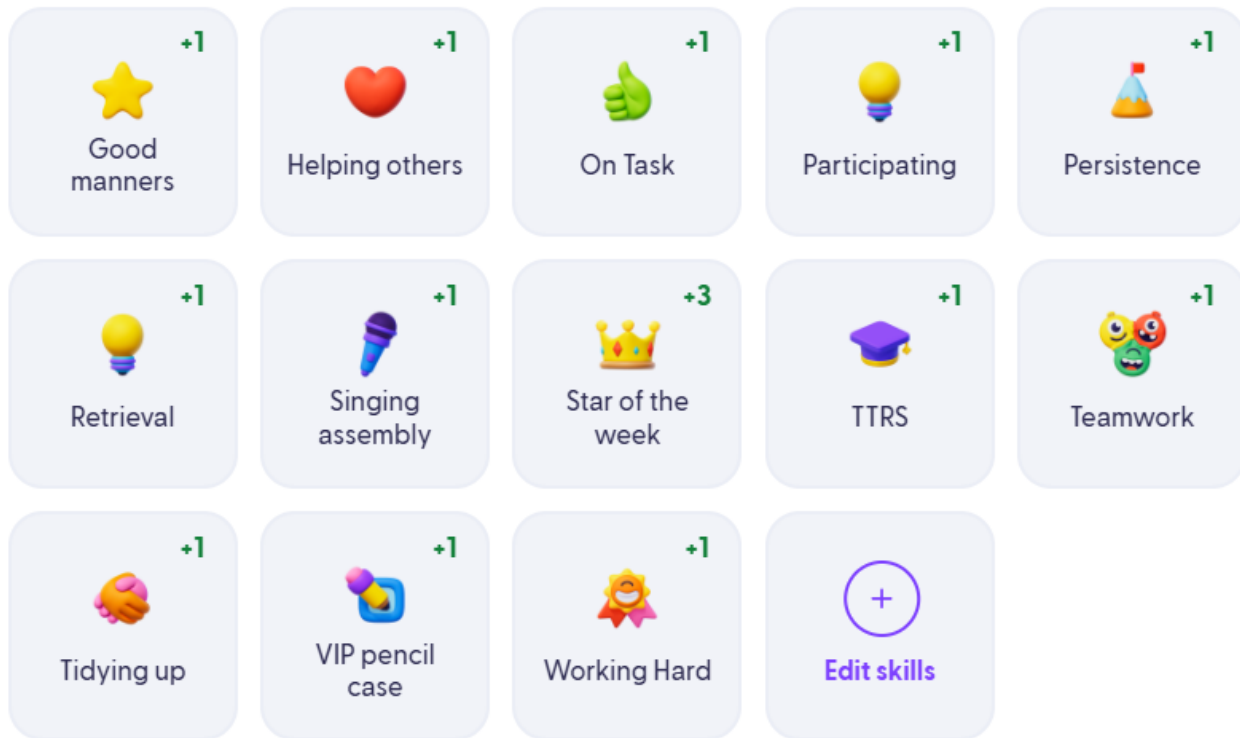
Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance. All staff receive regular training on positive behaviour management and this is ongoing annually.

Appendix 1: Communication guidance

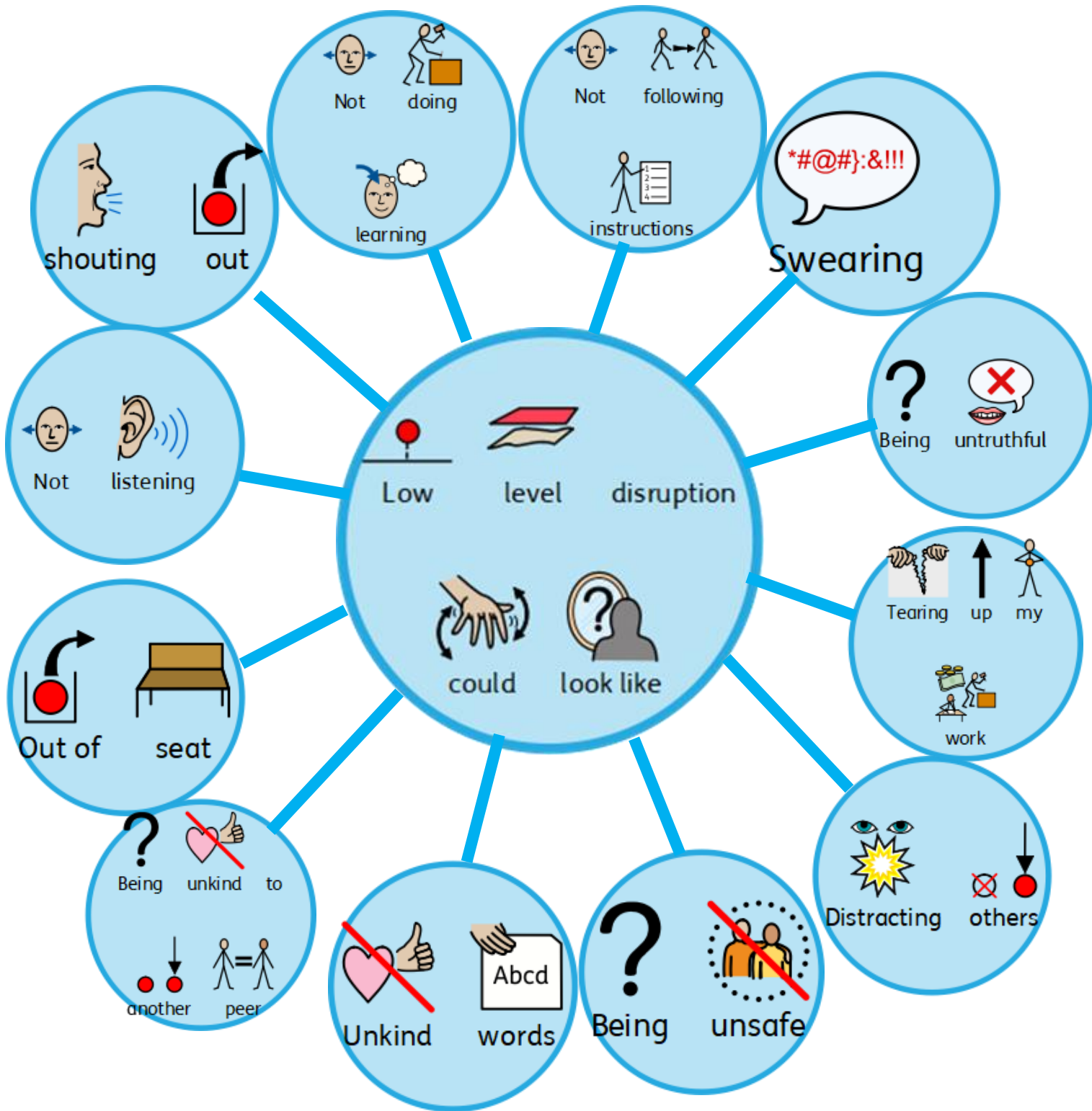
| Level | Method | Examples | Response time |
|-----------------|--|--|----------------|
| Class teacher | Class Dojo message | Incidental info – lost coat, bad night's sleep, asking about learning or events. <u>No more than 3 sentences.</u> - | 24 hours |
| Phase Team Lead | slt@bradleybarton.com | Something that goes beyond class level (if not happy that something has been dealt with at previous level) | 48 hours |
| Headteacher | admin@bradleybaton.com FAO: Mr Page | Something that goes beyond phase team lead level (if not happy that something has been dealt with at previous level) | 72 hours |
| Governors | clerk@bradleybarton.com | This will be an official complaint (policy found on website) all levels must have been explored prior to this level | 5 working days |

Appendix 2: Class Dojo guidance

1 Dojo point is given for each skill below (3 Dojos are given for Star of the Week).


































Appendix 3: Low-level disruption



Appendix 4: Restorative script


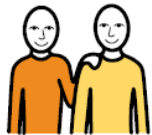













1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. How have they been affected?
5. What should we do to put things right?
6. How can we do things differently in the future?

| | | | | |
|--|---|--|---|--|
|  <p>broke something</p> |  <p>scribbled on something</p> |  <p>hurt an adult</p> |  <p>hurt a child</p> |  <p>was unsafe</p> |
|  <p>took my clothes off</p> |  <p>What happened?</p> | | |  <p>wasn't respectful</p> |
|  <p>swore</p> | | | |  <p>wasn't ready</p> |
|  <p>didn't listen</p> |  <p>threw something</p> |  <p>ran off</p> |  <p>tore my work</p> |  <p>something different</p> |

| | | | | |
|--|--|---|---|--|
|  worried |  fidgety |  confused |  angry |  sad |
|  irritated |   What were you thinking or feeling? | | |  excited |
|  giggly | | | |  distracted |
|  silly |  hungry / thirsty |  anxious |  scared |  something different |




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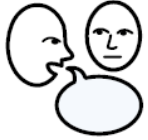
| | | | | |
|--|--|--|---|---|
|  me |  a friend |  a teacher |  a MDS |  my class |
|  my mum |  Who has been affected? | | |  other children |
|  my dad | | | |  group |
|  my family |  people in the community |  animals |  my carer |  someone else |

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| | | | | |
|---|---|--|--|--|
|  write it down |  write a letter |  talk to someone |  say sorry |  fix something |
|  get dressed |  What needs to happen to put it right? | | |  tidy up |
|  have thinking time | | | |  clean something |
|  make a plan | | | |  practise |


| | | | | |
|--|--|---|--|--|
|  sad |  sorry |  guilty |  ashamed |  scared |
|  good |  How do you feel now? | | |  worried |
|  happy | | | |  unsure |
|  tired | | | |  calm |



talk to an adult




ask to go outside




go to a calm space



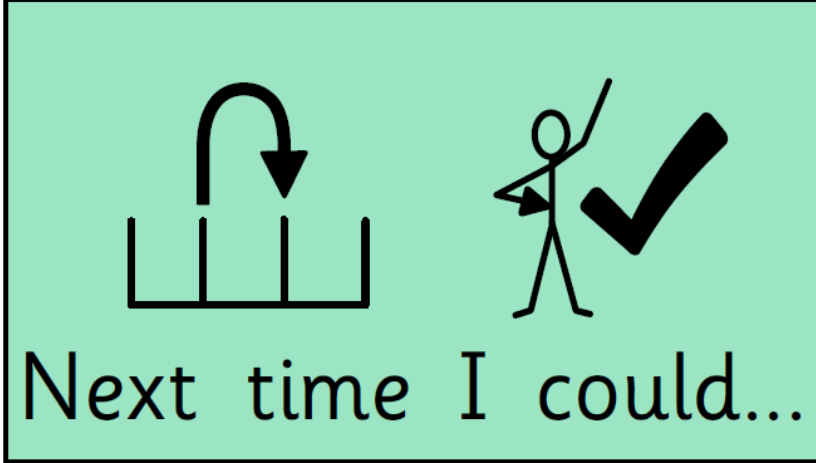
go for a run



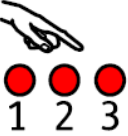
get a fidget toy




physical checklist



Next time I could...



count to 10




play with someone else



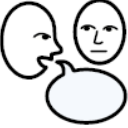
walk away



ask for help




take deep breaths



tell someone how I feel



have a drink



something different

Appendix 5: reflection sheet (Appendix 4 visuals to be used for those children who need it to support in filling in below sheet)

My reflection sheet

What happened?

How was I feeling?

Who has been affected?

What needs to happen to put it right?

Next time, I could...

I was put in reflection by: _____

I will now go and apologise to this person and in the future, I will be sure to think about how my behaviour choices will impact my learning and the learning of others.

Signed:

Class: