



# THE BRAMBLE ACADEMY

## Behaviour Protocols

|                     |                      |
|---------------------|----------------------|
| Version             | 2.1                  |
| Date of Issue       | September 2025       |
| Policy Owner        | Panayiota Theodosiou |
| Date to be reviewed | July 2026            |

## **1. Introduction**

At The Bramble Academy we are committed to creating a learning environment where exemplary behaviour is at the heart of effective and productive learning. Staff are dedicated to supporting children academically, socially, and emotionally and will provide clear and consistent boundaries for all children. We expect children to maintain high standards of behaviour, build respectful relationships with others and value their school environment.

## **2. Aims of the policy**

Behaviour and wellbeing encompass and affect all aspects of school life and the development of young people. The school's culture and environment must create an ethos and conditions which support positive behaviours for learning and successful relationships. Positive behaviour within a clear, supportive, and consistent framework facilitates excellent learning in the formative primary years and lays the foundation for lifelong learning and mental health. It is vital that children are supported to focus on their learning and work well with others, so that all children develop the academic, physical, and emotional skills to develop to their potential.

Behaviour is multi-layered, complex, and personal to each individual. We aim to make behaviour at The Bramble Academy outstanding, by ensuring standards are applied consistently and fairly by all staff and children in this phase of their education. We want children to develop in a safe, nurturing, and friendly environment, in which they feel valued and build resilience and a positive attitude to lifelong learning. It is important that children are comfortable asking for support and not afraid of making mistakes. Children should complete the Primary stage of their education feeling safe, happy, and valued, enriched with the academic and emotional skills required for their journey onward into young adulthood.

School leaders must demonstrate a commitment to the social and emotional wellbeing of all children and staff within a school. Developing strong, respectful relationships between school, learners and parents is a key contributing factor towards a productive school life. Adults in school should recognise the unique strengths, interests, and areas for development of each individual child, and must be trained to understand and support children who may have particular behavioural difficulties arising from influences beyond the school.

## **3. School values**

Our values at Bramble Academy intend to support the personal, social, and spiritual development of all pupils and underpin our learning behaviours. We have developed our school values by speaking to our children, community and staff. To recognise the journey which The Bramble Academy has been on, and where we would like to go, our Values are:

### **Healthy Body and Mind**

To build a curriculum which supports children to be healthy, in both mind and body. Our children deserve to be cared for and happy and supported to flourish in a safe environment. We support children in learning who they are and promoting their self-esteem through a range of learning opportunities.

### Equipped

Our curriculum equips our pupils with the skills and knowledge they need to be life-long learners in today's world. Learning at The Bramble Academy is relevant and challenging, we want children to have a breadth of knowledge to help them find their place in the world.

### Ambitious

To build a curriculum which is ambitious. We want our children to reach for the stars. With the secure foundations to enable them to reach their full potential, our children are encouraged to take risks and learn through mistakes. Our children deserve to have provision put into place to broaden their horizons, we develop long-term plans which enable children to build on previous knowledge and develop schema across learning.

### Resilient

We understand that life can be difficult, and now more than ever, children need to be resilient to succeed. We support our children to learn resilience, in different contexts, to be able to push through the challenges to continue learning.

### Together

Our school is the heart of the community, together, we celebrate diversity and encourage children to explore uniqueness and treat everyone fairly. We believe that in order to become active citizens of the future, our children need to understand and respect differences. The Bramble Academy is an inclusive school, everyone is welcome! It is through celebrating diversity is how we will develop active and responsible citizens of the future.

Integrity is at the heart of our behaviour expectations, we encourage children to always be in the right place, at the right time and doing the right thing.

## **4. Dealing with behaviour**

At The Bramble Academy we aim for children to learn from their mistakes and where possible make amendments for their actions. As a school we recognise that individual circumstances can have a significant impact on behaviour. The behaviour framework below details how behaviour will be addressed in a consistent and proportionate way and how as pupils move through levels 1-5 it will involve more senior staff to reflect the severity or regularity of the behaviour. We recognise that some children may need reasonable adjustments or individual behaviour approaches, which will be developed by our inclusion team and teachers.

The framework begins with positive reinforcement strategies.

|   | <b>Strategies</b>  | <b>Examples</b>  |
|---|--|--|
| <b><u>Positive reinforcements</u></b>   | <ul style="list-style-type: none"> <li>We aim to 'catch' the children being good as we know this is an effective way to encourage the positive behaviour to continue.</li> <li>We aim to celebrate children embodying our school values.</li> </ul>  | <ul style="list-style-type: none"> <li>Stickers</li> <li>Non-verbal cues, such as 'looks' and gestures.</li> <li>Verbal praise</li> <li>Certificates</li> <li>'Star of the day'</li> <li>Special responsibilities</li> <li>Head teacher's awards</li> <li>Integrity stars</li> </ul> |
| <b><u>Level 1</u></b> – low level classroom disruption  | <ul style="list-style-type: none"> <li>Use positive reinforcement strategies.</li> <li>Tactically ignore and seek out good behaviour nearby to praise.</li> <li>Give pupil the chance to make the right choice.</li> <li>Validate child's feelings, 'I can see that you are upset...'</li> <li>Distract the child, re-direct their attention.</li> <li>Focus on the behaviour,</li> </ul>  | <b><u>Level 1 behaviour</u></b><br><b>Low level disruption e.g</b><br><i>Calling out in class, not working, disturbing others, defiance, inadvertent physical contact with another child.</i>  |
| <b><u>Level 2</u></b> – actioned in classroom (such as a warning or moved in the classroom.)<br><br>This will be recorded on CPOMs. | <ul style="list-style-type: none"> <li>Use an appropriate volume of voice to directly remind child of expected behaviour e.g .....” please put your pen down”, “please put all four legs of your chair on the floor”.</li> <li>If it continues- <b>Give Reminder 1.</b> Try to 'catch' improvements in behaviour and praise them to move back to being positive.</li> <li>If behaviour continues- <b>Give Reminder 2</b> – remind child of expectation. Explain the consequences if behaviour continues e.g., they will have to move/ ....will be taken away/time out. Encourage them to make the right choice and try to catch improvements.</li> <li>If behaviour continues- <b>Give Reminder 3 – follow through with consequences in the classroom-</b> move seat /take .... away/time out/ etc. Explain that if the behaviour continues, they will be moved out of the classroom.</li> </ul> | <b><u>Level 2 behaviour</u></b><br><i>A continuation/ escalation of low-level disruption.</i>  |

|   |   |   |
|---|---|---|
| <p><b>Level 3</b> – Actioned by class teacher, child to move to a different class and parents/ carers to be informed.</p> <p>This will be recorded on CPOMs</p>   | <ul style="list-style-type: none"> <li>• If behaviour continues or escalates then child should be <b>moved out of the classroom</b>. The child will be asked to go to a different class for some reflection time.</li> <li>• Children should take work with them to complete.</li> <li>• In the first instance, the child will be sent to a classroom in their building, if the behaviour continues, the child will need to go to a classroom in the other building.</li> </ul>   | <p><i>Persistence of low-level disruption level 1 &amp; 2 behaviour.</i></p> <p><b>Level 3 behaviour</b><br/> <b>Inappropriate or abusive language</b><br/> <i>e.g swearing</i><br/> <b>Inappropriate physical contact</b> <i>e.g violent games, deliberately injuring others.</i><br/> <b>Damage to property</b> <i>e.g defacing school equipment, deliberately breaking or damaging school resources.</i></p> |
| <p><b>Level 4</b> – Involve wider school staff, such as pastoral team and SLT.</p> <p>This will be recorded on CPOMs.</p>   | <ul style="list-style-type: none"> <li>• If behaviour continues once child returns to the classroom the pastoral team and SLT will be informed. They will come and talk to the child at the earliest opportunity to outline expectations/ discuss issues surrounding behaviour.</li> <li>• Pastoral team or SLT will discuss next steps, such as whether an individual behaviour plan is necessary or the child would benefit from pastoral support.</li> <li>• Pastoral team or SLT will make phone calls to parents to notify them of their involvement and discuss any issues at home that may be contributing to the behaviour.</li> <li>• Some behaviours may be so extreme that the pastoral team or SLT are informed immediately.</li> </ul> | <p>Escalation of level 1-3 behaviour.</p> <p><b>Level 4 behaviour</b><br/> <b>Dangerous behaviour</b> <i>e.g fighting, throwing objects, tipping over table</i></p>   |
| <p><b>Level 5</b> – risk of suspension, involve pastoral team and SLT.</p> <p>This will be recorded on Class CPOMs.<br/> Serious incidents and</p>  | <ul style="list-style-type: none"> <li>• If poor behaviour persists or an incident is so extreme, the pupil becomes at risk of suspension, SLT or pastoral team will explore other avenues to prevent suspension. Other actions may include: <ul style="list-style-type: none"> <li>-A managed move to an alternative school.</li> <li>- isolation within the academy.</li> </ul> </li> </ul> <p>However, in the most serious cases, a fixed term and/ or permanent suspension may be necessary.</p>  | <p>Could be a repeat behaviour of level 4.</p> <p><b>Level 5 behaviour</b><br/> <b>Extreme behaviour</b> <i>e.g racist abuse, use of weapons, severe damage to school property</i></p> <p><b>Child- on-child abuse,</b></p>   |
| <p>Some behaviours are considered to be very serious and this may result in the incident in being referred directly to a member of the Senior Leadership Team, SENDCo, Safeguarding Team or indeed to the Principal.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>- Drugs/ cigarettes/alcohol/offensive weapon related incidents.</li> <li>- Physical aggression towards pupils and adults.</li> <li>- Bringing the school into disrepute as a result of a serious incident outside of school.</li> <li>- Significant damage to school property.</li> <li>- Sexual Violence</li> <li>- Sexual harassment</li> <li>- Bullying</li> </ul> <p>This list is not exhaustive but provides some examples.</p> |   |   |

## **5. Behaviour logs**

All behaviours from Level 2 will be logged through CPOMs. The Pastoral Team analyse behaviours and trends on a weekly basis and explore restorative approaches to support children, staff, parents, and carers.

We will work with children, parents, carers, staff, and other agencies to create individual support plans to identify triggers and implement a graduated response where every child is given the opportunity to achieve. A graduated response will be applied, meetings with parents and other stakeholders will be used to support at different trigger points.

## **6. Consequences**

Consequences of poor behaviour will be age and stage appropriate. For poor learning behaviour, the teacher must consider whether the task set was inappropriate, leading to disruptive behaviour.

For behaviour at Level 1 and Level 2, the child may miss part of a play time to consider their actions. Missing a whole play time does not allow the child to reset and start the next lesson afresh. It is important to give children a break, even with low-level disruptive behaviour.

At Level 3, parents will be informed. This may have involved hurting other children or violence, or foul language. The child should miss their playtime and/or lunchtime. Depending on the nature of the incident the child may still be given chance to have a break from the classroom, this may involve having 5 minutes with a learning mentor or other adult to talk or for a short run around on the playground before returning to the class.

At Level 4 and Level 5, depending on the nature of the behaviour, the child may spend part of or all of their day or week with a member of SLT. They will be provided with work by the class teacher and the child will have a separate playtime which will be organised by the supervising staff. At this stage, removal to a different class may be considered. At this stage, SLT need to consider whether it is appropriate or safe for the child to attend off-site visits, residential trip or represent school teams.

Following any consequence, school staff will reintegrate pupils back into the classroom. This will take place once the pupil demonstrates regulated behaviours. A conversation will take place to restore expectations, where possible, parents and carers may be included to discuss other options to support the child succeed.

## **7. Positive Behaviour Reinforcements**

At The Bramble Academy we believe that positive reinforcement is the most powerful way to promote good behaviour and ensure that it will continue, we aim to turn challenging behaviour around by 'catching' children being good. We consistently recognise, praise, and reward positive behaviour to motivate and maintain good learning behaviours. There are opportunities for pupils to gain rewards for themselves and for their team. These include:

- Verbal praise- given to reward the child displaying the behaviour but also encourage others around them to repeat this behaviour.
- Written praise- in books or notes home.
- Stickers/ certificates
- Taking home golden bear (EY) or Star of the Day in older years
- Weekly celebration assembly with certificates
- Head teacher awards
- Special responsibilities- earned through good behaviour
- Prizes
- Team (class) reward chart

## 8. Roles and responsibilities

### **Rights, rules, and responsibilities**

Central to our Promoting Positive Behaviour policy are clearly identified rights, rules, and responsibilities.

### Rights

Every child has the following rights:

- To be and feel safe, healthy, and happy.
- To be treated with respect, dignity, and equality.
- To be taught and to learn.

|                    |  |
|--------------------|--|
| Children           | <p>With rights go responsibilities; good behaviour is expected from every child so that good learning can take place. It is the responsibility of pupils to <b>always make good choices</b>. We expect them to:</p> <ul style="list-style-type: none"> <li>• To show kindness and respect to others</li> <li>• Show care and respect for their environment.</li> <li>• Listen and respect others right to listen.</li> <li>• Show mutual respect and tolerance towards all members of the school community regardless of their cultural background.</li> <li>• Be polite, kind, and helpful towards each other.</li> <li>• Conduct themselves in a safe and sensible manner at all times.</li> <li>• Play an active part in the review and implementation of the policy, through pupil voice forums.</li> </ul>  |
| Parents and carers | <p>A strong partnership between school and parents is fundamental to a successful behaviour policy. It is vital that parents/carers receive consistent messages about the school's approach to promoting positive behaviour. We will speak with parents immediately if we have concerns about their child's welfare or behaviour. We expect each parent/carer to:</p> <ul style="list-style-type: none"> <li>• Ensure children attend school punctually and regularly with personal needs met (having had breakfast, suitable clothes etc.) and adequate school equipment/ kit.</li> <li>• Engage in communicate in an appropriate manner with staff around children's progress, attainment, behaviour, and wellbeing.</li> <li>• Inform school of reasons children are absent from school.</li> <li>• Support staff in trying to modify any inappropriate behaviour.</li> <li>• Take an interest in children's learning.</li> </ul> |

|                |   |
|----------------|---|
| All staff      | <ul style="list-style-type: none"> <li>• Proactively develop positive relationships with all pupils.</li> <li>• Maintain the school behaviour policy and uphold the school values.</li> <li>• Create and deliver inspiring, engaging lessons and learning environments which promote risk taking, independence, and not being afraid of making mistakes.</li> <li>• Model respectful and positive behaviour with all children, all the time.</li> <li>• Be aware of the children within school who may have unique needs/ behaviour plans and therefore may need careful interaction.</li> <li>• Show respect to pupils by giving them reason for our rules and giving positive instructions and explicit praise for good behaviour.</li> <li>• Always use appropriate body language and tone in all interactions with pupils.</li> <li>• Be a good role model to children by showing kindness, respect and modelling hard working attitudes.</li> <li>• Value pupil voice and ensure children always feel listened to.</li> <li>• Follow the steps outlined in the levels of behaviour to deal with behaviour consistently across school.</li> <li>• Communicate effectively with stakeholders to support children.</li> <li>• Create a safe environment for children.</li> <li>• To recognise and reward academic and non-academic achievements.</li> <li>• To recognise the contributions made by lunchtime staff and ensure they are appropriately trained so that they can support our school values and model play and positive behaviour.</li> <li>• Develop positive relationships with parents to ensure strong home- school partnerships.</li> <li>• To ensure children who are new to school are welcomed into the community, relationships are made with their home life to help them transition.</li> <li>• To ensure effective transition practice is put into place to help pupils succeed.</li> <li>• To follow the Jigsaw scheme to support with children understanding relationships and themselves.</li> </ul> |
| School Leaders | <ul style="list-style-type: none"> <li>• Support parents, carers, and staff in managing pupil behaviour through the application of the behaviour policy.</li> <li>• Offer appropriate training to staff on dealing with behaviour.</li> <li>• Deliver a comprehensive induction programme to new staff, which covers relevant policies and individual behaviour plans for pupils they will be working with. Ongoing support and training will be available for staff, in-line with school trends.</li> <li>• Analyse behaviour trends so that the school can be proactive.</li> <li>• Develop a sustainable Pastoral Team to support a graduated response within school.</li> <li>• Report behaviour data to Greenwood Academies Trust, Academy Council, and the Local Authority.</li> </ul>  |

## **9. Classroom Learning Behaviour**

Adults will be proactive in managing behaviour in their class or classes. Teachers model calm and respectful behaviour towards children. Within the classroom there will be a shared agreement between staff and pupils outlining expectations. There will be an age-appropriate visual timetable prominently displayed so that children know what to expect during the day.

We will work with children on developing skills of cooperation within the classroom, sharing equipment, working together to complete a project and general collaboration skills. Adults at Bramble Academy recognise that these are the key *soft skills* that will be essential in their future.

There will **never** be whole class sanctions, but children can work as a 'team' to earn points towards their class reward. Teachers must be constantly reflective on their practice and why things might not go as planned when dealing with behaviour.

### **10. Playtime/ Lunchtime Behaviour**

Lunchtime and playtimes are different to the classroom; however, we still expect children to follow the key principles above.

To ensure that playtimes and lunchtimes run smoothly, all staff: -

- Will escort their class to the appropriate play areas or dinner hall.
- Will be punctual and not leave their class unattended when another member of the team might be delayed.
- Join in with games where appropriate e.g., lead skipping games, referee a football match, supervise play equipment.

SLT and the Pastoral team will ensure that Midday Supervisors have training in behaviour management, conflict resolution and are aware of key children who may display more challenging behaviour.

In the dining hall, we expect the children to continue to follow the key principles. Children will have adequate time to eat and interact with others. We expect and will train the children to take plates, dishes, knives, forks, and waste to the appropriate place.

### **11. Outside School – travelling to and from the premises and collecting children from school.**

In response to all non-criminal poor behaviour and bullying which is witnessed by a member of staff or reported to the school, the school will sanction the behaviour accordingly using the behaviour framework for consistency. This may include when the pupil is:

- Taking part in any school- organised or school related activities
- Travelling to or from school
- Wearing the school uniform
- Is identifiable as a pupil from the school

Negative behaviour that has repercussions for the orderly running of the school, poses a threat to another child or member of the public or could have an adverse effect on the reputation of the school will be dealt with according to the behaviour framework.

### **12. Handling pupils**

On very rare occasions we may have to physically intervene to keep children from hurting themselves, or hurting others. If this needs to happen, it will be only done in-line with Use of Reasonable Force ([Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)) and Trust's guidance. The handling log is

completed and parents contacted. If children need to be handled regularly, it will form part of their alternative behaviour provision and a risk assessment will be completed and shared with other adults in school and the parents.

### **13. Bullying**

At Bramble Academy, we treat allegations of bullying extremely seriously. If proven to be true, bullying can be escalated straight to Level 4, where SLT will work with the children and contact the parents of those involved.

The DFE defines bullying as-

- Deliberate
- Repeated, often over a period of time
- Difficult to defend against.

Different types of bullying include emotional, physical, racial, sexual, direct, or indirect verbal and cyber-bullying.

| <u>Types of Bullying</u>               | <u>Definition</u>   |
|--|---|
| Emotional                              | Being unfriendly, excluding, tormenting   |
| Physical                               | Hitting, kicking, pushing, taking another's belongings, any use of violence   |
| Racial                                 | Racial taunts, graffiti, gestures   |
| Sexual                                 | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal              | Name-calling, sarcasm, spreading rumours, teasing   |
| Cyber-bullying                         | Bullying that takes place online, such as through social-networking sites, messaging apps or gaming sites,  |
| Prejudicial or Discriminatory Language | Comments based on prejudice of protected characteristics such as race, gender, religion.  |

Categories of bullying will be discussed with the children during assemblies and PSHE lessons time at an age-appropriate level and as required if incidents occur.

Bullying will be recorded through CPOMs and will be monitored by SLT, safeguarding and the Pastoral team.

### **14. Cyber bullying**

Children at Bramble Academy Primary are **not** old enough to hold accounts on Facebook, WhatsApp, Snapchat, Instagram, Twitter, TikTok amongst others.

We recognise that many children can access these accounts because of poor age verification systems with the different companies. Many parents may struggle to understand or keep track of their child’s online activity. Whilst many children use these sites responsibly, it can be a medium whereby children think that they cannot be checked on. Our behaviour policy still applies for incidents that occur between children and/or adults online.

**15. SEND and Safeguarding**

All staff have annual safeguarding training and understand some children’s behaviour may indicate that they have or may continue to experience significant harm or abuse. Staff will follow the safeguarding policy in recording concerns or disclosures and informing the safeguarding team.

We recognise that some continuous disruptive behaviour may be due to unmet educational needs or trauma. We understand that our behaviour strategies may not be effective for all children and for those reasonable adjustments should be made. Staff will follow the SEND processes, recording behaviour using CPOMs and completing concern forms to notify SENDCo.

**16. Pupil support**

We recognise that for some pupils their behaviour may be caused by a range of emotional factors, including stress, anxiety, and low self-esteem. At Bramble Academy we are committed to understanding the root of challenging behaviour and identifying the triggers so that we can proactively prevent challenging behaviour from occurring in school. We aim to support children and keep them within their ‘window of tolerance’ by teaching strategies for self-regulation.

| <b>Mental break</b>  | <b>Physical break</b>  | <b>Spiritual break-<br/>yoga, relaxation<br/>techniques.</b> | <b>Positive self- talk</b>   | <b>Grounding<br/>activities</b>                               |
|--|--|--|--|---|
| <i>Reading corner<br/>Chat to an adult<br/>Draw a picture<br/>Mindfulness<br/>activities</i> | <i>Sensory Circuit<br/>Activity session<br/>Show your work<br/>to your last<br/>teacher<br/>Get a drink of<br/>water</i> | <i>Class yoga<br/>Juggling<br/>Meditate</i>                  | <i>Star of the Day –<br/>say something<br/>kind about<br/>another member<br/>of the class.</i> | <i>Deep breathing<br/>Slow counting or<br/>counting games</i> |

Some children may need additional support to develop their personal, social, and emotional well-being. These children will be identified by their class teacher for additional support, through ELSA referrals, which may take the form of:

- Intervention groups which encourage social interaction skills e.g circle of friends, musical interaction group.
- Breakfast groups
- Mentoring
- ELSA support groups

**17. Staff Training**

Working in school with large groups of children can cause anxiety and stress for teachers and other adults. It is the responsibility of SLT to ensure that teachers are adequately supported in their dealings with children, parents, and other professionals. This will include ensuring all staff have training and are supported in their dealings with children, especially those who have their own behaviour plans, de-escalation plans and risk assessments.

Training may be provided by outside providers, for example the Autism Team or may be dealt with internally by the SENDCo or other professionals. Likewise, staff are encouraged to speak to SLT if they are experiencing difficulties.

## **18. Complaints**

An individual wishing to make a complaint regarding the school's actions in dealing with incidents of inappropriate behaviour should discuss this with Miss Theodosiou Headteacher, in the first instance. If the issue is not resolved then a formal complaint may be made, following the complaints procedure as set out in the Greenwood Academy Trust complaints policy.