



The Equals Trust BJPS Policy for Behaviour



Scope: Applicable to all Trust Schools	
Date approved by the board:	Autumn term 2026
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Statutory or non-statutory:	Statutory
Author/Reviewer:	Trust Board

Burton Joyce Primary School Behaviour Policy

Introduction

This policy outlines our approach to behaviour at Burton Joyce Primary School. It reflects our commitment to creating a safe, supportive, and inclusive environment where every child can thrive. It aligns with LEA guidelines and complements our Teaching and Learning Policy.

Purpose

The Behaviour Policy works alongside our ethos of equal opportunity and racial equality. It provides a consistent framework for promoting positive behaviour and ensuring all members of our school community understand and apply expectations fairly.

Aims

We aim for all children to:

- Show tolerance, respect, and consideration for others.
- Develop responsibility and cooperation in learning and social settings.
- Reach their full potential in self-esteem, achievement, creativity, and spiritual growth.
- Care for their environment.
- Become self-motivated, disciplined, and independent.

BJPS Code of Conduct: PRIDE Values

Our school community—staff, School Council, and PRIDE ambassadors—has adopted the following core values:

- **P** – Pride
- **R** – Respect
- **I** – Integrity
- **D** – Determination
- **E** – Equality

These values are displayed throughout the school and revisited annually. They guide behaviour expectations and are used in assemblies, classroom discussions, and staff interactions.

Principles

- A positive ethos built on trust and teamwork is essential.
 - We value contributions from staff, parents, governors, and the wider community.
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Roles and Responsibilities

Whole School Community

- Respect individual rights and beliefs.
- Promote positive relationships and a sense of belonging.
- Maintain a well-ordered environment.
- Encourage and reward good behaviour.
- Address bullying and harassment.
- Support consistent behaviour strategies.

Leadership Team

- Lead the development of a positive ethos.
- Monitor behaviour and revise policies as needed.
- Ensure school safety and maintenance.
- Promote community engagement.

Teachers

- Deliver engaging, inclusive lessons.
- Understand and support individual needs.
- Model positive behaviour.
- Maintain organised, respectful classrooms.
- Collaborate with colleagues and families.

Pupils

- Attend school regularly and punctually.
- Be prepared and organised.
- Follow the PRIDE values and behaviour code.
- Take responsibility for their learning and actions.

Parents

- Support regular attendance and punctuality.
- Communicate openly with school.
- Reinforce school behaviour expectations.
- Encourage and praise their children.
- Engage with school activities and learning.

Procedures

Community Involvement

- Parent forums
- Staff meetings on behaviour
- Governor discussions using incident analysis

Parent Partnerships

- Informal teacher contact
 - Newsletters and reports
 - Open days and events
 - Induction programmes
 - Online Padlet for new parents
 - Volunteering opportunities
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Special Educational Needs (SEN)

We recognise that behaviour may be affected by SEN or personal challenges. Support Plans include behaviour goals, and we work closely with external agencies to provide tailored support. This policy aligns with the Equality Act 2010 and our Single Equality Policy.

We understand that children with SEND need a differentiated approach to behaviour management as their SEND needs may make it more difficult for them to comply with school behaviour policy. Reasonable adjustments should be made on an individual basis.

- When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.
- Staff should be fully aware of SEND when managing classroom behaviour and seek advice from the school SENCO if unsure about how to work effectively on behaviour with individual pupils.

How do we speak to the children?

Emotion coaching is an approach that focuses on helping children to become more aware of their emotions and to manage their own feelings particularly during instances of misbehaviour. At BJPS this is our agreed approach when managing and communicating with dysregulated children.

- Step 1: Recognise the child's feelings and empathise with them. E.g. I can see you feel frustrated by ... and I understand why you might be feeling like this.
- Step 2: Label the feeling and validate it. Let the child know it is okay that they are feeling like this.
- Step 3: Set the limits on the behaviour e.g. But it is not okay to.....
- Step 4: Co-regulate- e.g. Let's so you can feel calmer/ I need you to until you feel calm
- Step 5: Revisit the situation and problem solve with the child.

Individual behaviour Support Plan

- When a child is repeatedly exhibiting similar complex behaviours we try to understand the reasons for these behaviours and to work with the child to help them improve their ability to manage their own behaviour. As part of this support, it will sometimes be helpful to agree individual behaviour targets with the child to help them focus their attention on actions which are most likely to reduce problematic behaviours.
- Parents will be informed if their child has an individual positive behaviour plan and targets, rewards and sanctions will be shared with them.
- The class teacher, Head Teacher, parent/carer and child may be involved in reviewing and setting targets.

Exclusion

Exclusion is the strongest sanction that a school applies to a child, as that child is no longer allowed to attend school or is internally excluded within the school.

Suspensions and permanent exclusions are seen as the final step in a process for dealing with poor behaviour. It is the hope and intention of the school that exclusions are issued only in extreme cases. There may, however, be instances where a single incident results in an exclusion. There are formal procedures pertaining to exclusions that the Head Teacher will apply when appropriate. All exclusions are reported to the local authority and the Governing Body.

Opportunities for Discussion

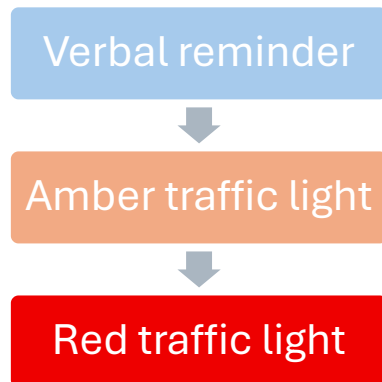
- School Council meetings
- Health and PSHE programmes
- RE lessons
- Class discussion times (JIGSAW)
- Assembly themes
- Annual review of PRIDE values

Promoting Positive Behaviour

- Staff model respectful behaviour
 - Praise and encouragement
 - Engaging curriculum
 - Independent learning environments
 - Peer role models
 - Collaborative activities
 - Reward systems (see appendix 1)
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Addressing Undesirable Behaviour

- Traffic light system



Sometimes children may go straight to Red depending on the severity of the incident.

- Supervision and swift action
- Anti-bullying and harassment measures
- SEN support where needed
- Behaviour tracking via CPOMs
- Agency referrals when necessary

Rewards and Sanctions

Our PRIDE values underpin all behaviour expectations. Rewards include verbal praise, house points, certificates, and special assemblies. Sanctions follow the traffic light system and are age-appropriate. Behaviour is monitored and communicated with parents when necessary.

Burton Joyce Code of conduct rewards

PRIDE VALUES	Rewards	If children forget the code of conduct	At playtime	Lunch Time (for Midday dinner supervisors)
P= Positivity R = Respect I = Integrity D= Determination E = Equality Before we (children) say anything, we check: Is it true? Is it necessary? Is it kind?	- Verbal praise - Class reward systems - House point system (weekly, termly, yearly awards) - Praise from other teachers - Head Teachers praise - Weekly 'Ready for Anything' assembly - Pride Postcards Teachers own class awards: Stickers, stamps, certificates, star of the day	- Verbal reminder - Time out/move someone (Amber traffic light) - Miss part of playtime (Red traffic light) - Send child to team leader or another class - Send to Head Teacher - Class teacher phone home - Head Teacher phone home	PRIDE VALUES applies, however playtime rules are developed with children depending on the term/weather If children forget: 1) Verbal warning 3) Stand with teacher on duty 4) Sent in to class teacher/team leader 5) Sent to Head Teacher	PRIDE VALUES applies 1) Be polite to all dinner staff and listen to what they say 2) Talk only when your mouth is empty 3) Talk quietly to the person next to you 4) Put your hand up if you need help Rewards Praise House points Forgetting our Pride Values Verbal reminder Dinner time book See the class teacher See the Head Teacher

