



Brabourne CEP School

Behaviour and Rewards Policy – March 2026

Through creative and challenging experiences, we inspire our school community to develop resilience, a passion for learning and the courage to pursue our dreams. Within our nurturing environment and beyond, we live out Christian values, enabling all to flourish in the love of God.

“Always treat others as you would like them to treat you” (Matthew Ch7 v12)

In line with our Christian ethos, every member of the school community is expected to behave considerately towards others. When a child enters the ‘society’ of a school and classroom, their primary social need is to belong. While children have many needs, their fundamental social concern is how they will fit in, relate to others, and be accepted—particularly by their peers.

This policy outlines how our school promotes its Christian ethos and establishes a framework for managing attitudes, behaviour, and rewards. Rather than enforcing a rigid set of rules, our school has adopted a shared set of values that foster a sense of community and collective responsibility.

All adults play a vital role in setting a positive example for pupils. If we expect children to communicate with respect—both towards each other and with us—we must model respectful communication in our own interactions. When addressing behaviour issues, adults should always remain fair, calm, and composed while maintaining clear expectations.

Our behaviour policy encourages pupils to strive for excellence while recognising and celebrating exemplary conduct. When behavioural issues arise, our approach prioritises restorative justice, forgiveness, and the opportunity to make amends, ensuring that every child feels valued and supported within our school community.

1 Aims

Our school’s aim is to provide a happy and purposeful Christian environment in which each child feels secure and able to reach their full potential.

In order to achieve this, we recognise the importance of:

- providing a consistent approach to behaviour management
- fostering and maintaining positive relationships between children, staff, parents/carers and other professionals
- providing children with a stimulating and engaging curriculum
- all members of the school community being good role models
- recognition and praise
- a clear understanding of what attitudes and behaviours are expected
- defining what we consider to be unacceptable behaviour, including bullying
- summarising the roles and responsibilities of different people in the school community with regards to behaviour management
- a clear system for rewarding and sanctioning children appropriately

2 Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Behaviour and discipline in schools Advice for headteachers and school staff January 2016

3. Three approaches to managing behaviour

A. Teaching strategies

Often, inappropriate behaviour can be cancelled out by simple management of situations. Here are some examples:

- Children to be fully engaged in their activities from the moment they come into the classroom, to the moment they leave with engaging lessons and activities.
- Cognitive based strategies for learning in the classroom which support children to complete tasks for pupils on all levels, avoiding cognitive overload.
- Consistency in daily routines and standardising across classes and job shares
- Careful classroom management and organisation of seating, timetabling and resources.
- Careful supervision of pupils both in the classroom, corridors and playtimes

There are many teaching and learning methods to ensure the *opportunity* for inappropriate behaviour is minimised. Staff constantly bear these in mind.

B. Positive Reinforcements / Rewards

We believe the best way to promote exemplary behaviour is through a planned system of rewards and modelling of expectations; by rewarding good behaviour, positive role models and actions, children are clear that excellent behaviour is paramount to a warm vibrant school. ***"Rewards are good as they show us how we have been good so we know to do it again," -Year 2 child.*** Rewards have a central role to play in motivating children to achieve their goals, gain self-awareness, realise desirable behaviour and have responsibility to self and others. Praise and reward should predominate over sanctions. All adults in the school model expectations for pupil behaviour.

Some of the rewards we use to encourage good behaviour are:

- Praise. This is the most immediate and effective.
- Allowing pupils to show their work to another member of staff, such as the Headteacher.
- Team Points. When enough are collected, these go towards the total for each House as a competitive incentive to win.
- Pen licenses
- Weekly celebration worship with certificates for good work
- Gold, silver, bronze certificates are given at the end of each term for consistently good work or effort for each class.
- In-class reward systems for individuals or tables or whole class, e.g. a few minutes extra playtime etc.
- Having work displayed on the wall or online.
- Table points to reward good sitting and listening in class.
- Citizenship badges to reward exceptional effort.
- Class of the Week award

C. Sanctions

Staff are to use their ***own professional judgement*** when to begin the following sanctions. These should be a last resort and after trying to manage poor behaviour through using strategies in examples A and B above. It is important to recognise that this system emphasises the importance of rewarding positive behaviour and allows all pupils the opportunity to learn from their mistakes, correct any negative behaviour and move forwards positively.

The following “stepped” system is designed to address inappropriate behaviour in a way everyone can understand.

EYFS

“Reach for the Stars” is a progressive rewards/sanction system. It is visual and also rewards impeccable behaviour. Children begin each day on the Sun and can work their way up to the rainbow or star. Children will receive a sticker at the end of the day if they reach these.

1. Shooting star = Outstanding behaviour
2. Rainbow = Good behaviour
3. Sun = All pupils start here. The children will begin in the middle of the Sun. If they receive a verbal warning, they move to the edge of the Sun on its rays. If they improve, they move back into the middle.
4. Cloud = Miss 10 minutes of playtime

5. Rain Cloud = Miss whole of play and inform the HT. Parents will be informed.
- Once the sanction has been served, the children return to the Sun's rays. They are made aware that their behaviour must now improve in a positive way. Moving back to the Sun from a Rain Cloud, should be made with consultation with the Headteacher.
 - A particular 'cloud' can be issued straight away for an immediate sanction for poor behaviour.
 - If missing playtime, children will wait outside the office where they will be supervised.
 - If a reprimand has not been served (e.g. if a 'rain cloud' is issued late afternoon), it will be served the following school day.
 - All staff, including lunchtime supervisors can issue verbal warnings and 'clouds'. These should be reported to the Class Teacher/SLT.

Years 1-6

The behaviour/reward system is visual, progressive and recognises those children who behave impeccably.

1. Platinum/Out of This World - Sticker awarded.
2. Gold = Outstanding behaviour - Sticker awarded.
3. Green = All children start the day here.
4. Blue = Warning. Children should be know that this is the start of formal sanctions but that there is always opportunity to make things better. At this stage a pupil can "earn back" the opportunity to be on Green.
5. Yellow card = missing playtime (20mins). Once a pupil has reached Yellow card they may return to green for ongoing positive behaviour.
6. Red card = Missing playtime and lunchtime and HT notified. Parents made aware. The pupil will return to green, in consultation with the Headteacher.
 - *If poor behaviour is very serious, there may be a straight red card without a warning or yellow*
 - *If a reprimand has not been served (e.g. if yellow card issued late afternoon), it will be served the following school day.*
 - *If missing playtime, children will be placed where they can be supervised by an adult.*
 - *All staff, including lunchtime supervisors can issue verbal warnings, yellow and red cards. These should be reported to the Class Teacher/SLT.*

- *Red cards should be noted on MyConcern and parents/carers informed.*
7. Report for a set period (determined by the Headteacher) = Parents notified. Child issued with report card with targets to improve with comments from the staff. This will be reviewed and signed each day by HT. A report can be issued if inappropriate behaviour continues after receiving a red card on the day, or two or more red cards in the week.
 8. If, after being on report, the child continues to behave poorly at any time. Internal Exclusion can also be issued immediately by the HT for any defined period. This will involve losing playtimes for a set period and/or working outside of the classroom (under adult supervision).
 9. External exclusion (the period of time to be set by the HT).

It is at the Headteacher's discretion which sanction is appropriate and most effective for the child in question, based on the context and severity of the behaviour that has occurred.

The Headteacher can and will issue fixed term exclusions of between half a day to five days for extreme cases of inappropriate behaviour when all other options have been exhausted (in line with the FDE guidance School suspensions and permanent exclusions August 2024.) Parents/carers will be informed of the reason beforehand and the Local Authority and Governors notified.

In any instance where sanctions are applied, staff will always take a holistic approach, guided by the principles of restorative justice. They will engage with the child to encourage reflection on the incident, instil confidence in their ability to improve their behaviour, and support them in moving forward. Where appropriate, this may include discussions with other pupils, such as when an apology is necessary.

This restorative approach is essential in enabling all parties to move forward positively. When required, staff will collaborate with the Headteacher, Assistant Headteacher (AHT), Designated Safeguarding Leads (DSLs), and the Special Educational Needs and Disabilities Coordinator (SENDCo) to seek further support for the child.

Parents and carers will be consulted and debriefed by the Headteacher to ensure that all parties can move forward constructively.

4 Individual needs

The school recognises its legal duty under the Equality Act 2010 to prevent a child with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the individual child. The school's SENCO will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers or external agencies to identify or support specific needs. When acute needs are identified in a child, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents/carers to create an appropriate personalised plan and review it on a regular basis.

This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied “differently” but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil’s individual need.

5 Bullying

The school does not tolerate bullying of any kind. If an act of bullying or intimidation has been proven to have taken place, we will act swiftly to stop any further occurrences of such behaviour. Brabourne CEP School will do everything in its power to ensure that all children attend school free from fear. For more information about bullying see Anti-Bullying Policy.

6 Use of reasonable force

All school staff have a legal power to use reasonable force. This should only be used as a last resort and for the purpose of preventing pupils hurting themselves or others; from damaging property; or from causing excessive disorder and distress to others. If there have been serious incidents involving the use of force, parents/carers will be informed.

7 Training

Staff are provided with training on managing behaviour techniques on a regular basis. All staff can access support to improve their practice by contacting the SLT and SENCO.

8 Pupil conduct outside of school gates

The law states that “Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. Teachers may discipline pupils for misbehaving when:

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

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

In all cases of misbehaviour, the teacher can only sanction the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Teachers should use their professional judgement in terms of sanctions in line with the school policy, for example, a verbal warning, time out, yellow card. The Headteacher should be informed of any incident of pupil misconduct that has occurred off premises.

9 Clubs

The school expects the same high standards of behaviour in after school clubs and wrap around care and the school behaviour policy applies to all aspects of school life. Clubs run by external providers, retain the right to exclude a pupil from a club where expectations are not being met.

10 Home school agreement

Parents and pupils are provided with a copy of the school's Home School Agreement, which they sign upon joining the school, detailing expectations for behaviour and conduct.

11 Complaints

If a pupil or parent has a complaint about sanctions or any other issues in this policy, they should firstly speak to the class teacher to resolve it and, if they are not satisfied, they should speak to the Headteacher. If they are still unsatisfied, then they should refer to the school's Complaints policy.

12 Monitoring

This policy will be explained to pupils and shared with parents so everybody understands the expectations of the school. The policy will be monitored regularly and reviewed annually or when amendments are deemed necessary.

13 Links to other policies

This Behaviour Policy is linked to the following school documents:

- KCSIE 2025
- Child Protection Policy
- Anti-Bullying Policy
- Whistle Blowing Policy
- Allegations Against Staff Policy
- Accessibility Plan
- Complaints Policy
- SEND Policy
- Equality Objectives and Statement
- Online Safety Policy
- Home School Agreement
- Staff Code of Conduct Policy
- Online Safety Policy

13 Review of Policy

This policy is effective from March 2026 and the Governing Body will ensure the policy is reviewed after no later than two years.

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance.