

Bright Futures Federation

Behaviour Policy

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Bright Futures Federation Behaviour Policy

1. Introduction

The Bright Futures Federation is a Sussex-based learning community rooted in Christian values, where pupils, their welfare and outcomes are at the heart of everything we do. We believe that collaboration and partnership between small, ambitious schools leads to greater opportunities for everyone: pupils, staff, parents and communities regardless of background or belief. By working together, we can build a stronger future for our small schools and their unique position in local life and the wider world.

For the purposes of this policy, “the Federation” refers to the Bright Futures Federation and its constituent schools (St Giles CE Primary School, St Peter’s CE Primary School, and any future schools within the Federation). References to “the school” should be interpreted accordingly unless a school-specific responsibility is explicitly stated.

The Education and Inspectors Act 2006: Section 88(2) and DfE guidance (Behaviour and Discipline in Schools – Guidance for Governing Bodies, 2016) requires the Governors to:

- a. make, and from time to time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils; and
- b. notify the Headteacher and give him or her related guidance if the governing body wants the school’s behaviour policy to include particular measures or address particular issues.

This policy is a statement of the aims, principles and approaches taken to ensure that every member of our school feels valued and respected. Fundamental to our approach is the belief that we are all equal regardless of race, colour, culture, gender, sexual orientation or religion. This policy was written and reviewed with involvement from pupils, parents, staff and governors following training, staff meetings, school council meetings, lesson observations, learning walks and parent carer feedback. The Behaviour Policy should be considered alongside our other school policies, risk assessments, and procedures, but specifically: Anti-Bullying; Attendance; Child Protections; Digital Safety; Physical Intervention; SEND; Staff Behaviour at Work; Staff Standards of Conduct; and Teaching and Learning.

2. Aims & Objectives

St Giles’ vision is embodied by **Bringing out the best in every child**. We aim to create a learning environment where we celebrate uniqueness and are all valued as children of God. We are inclusive in our actions, welcoming and supporting every pupil to flourish and achieve their potential. Positioned at the heart of our community, we strive to weave strong bonds that enrich learning and broaden horizons. We aspire for learners to be curious, equipping them with the knowledge, skills and resilience they need to thrive in their future lives.

In our school, we value everyone as an individual, capable of growth, change and development. Relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. Our Behaviour Policy and Anti-Bullying Policy dovetail as a means of promoting good relationships and fostering productive partnerships between adults and children alike, so that we can all work together with the common purpose of ensuring a safe and happy environment where learning can bloom.

This policy aims to help children take responsibility for their behaviour and to be responsible for the consequences of it. It is recognised that a natural part of a child’s development is to test the boundaries of acceptable behaviour. We encourage children to recognise that there is nothing wrong with making mistakes, but what is wrong is letting it stay a mistake without putting in the effort to make it right and learn from the experience. We aim to build a community which values kindness, good humour, empathy and support for all.

Through our Behaviour Policy we aim to:

- provide clear guidance for pupils, staff, parents and volunteers on the expectations regarding behaviour for learning and behaviour management;
- ensure all adults uphold a shared responsibility for maintaining high standards of behaviour at all times;
- enable all adults to use consistent language and approaches to promote good behaviour; and
- use restorative approaches with a focus on forgiveness and learning from our mistakes.

3. Behaviour Principles

The principles that the Governors of the Federation expect to be followed are:

- all pupils, staff and visitors have the right to feel happy, safe, valued and respected at all times, and able to learn free from the disruption of others;
- as an inclusive school, all members of the community should be free from any form of discrimination;
- the school rules should be built around our school values, displayed around the school, consistently modelled and applied by all staff and volunteers at all times;
- rewards, sanctions and the use of reasonable forces must also be known, understood and used consistently by all staff at all times;
- pupils must be guided to take responsibility for their actions;
- suspension and exclusions, particularly those that are permanent, must be used appropriately and in line with the [DfE Guidance for maintained schools, academies, and pupil referral units in England](#); and
- pupils and parents are expected to be actively involved in addressing behaviour incidents in order to maintain an orderly climate for learning and foster good relationships between home and school.

The governing body also wish to emphasise that violence, threatening behaviour or abuse by pupils or parents will not be tolerated in any circumstances. It is also recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and staff are expected to use their professional discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary

4. School Behaviour Curriculum

For effective learning to take place, children are encouraged to make good choices and will be taught the difference between right and wrong. St Giles' Golden Rules are built upon our key Christian values: **Respect, Nurture, Inspire** and **Achieve**. These values are explored with the children in worship, link to our RHSE curriculum in class and are applied to every day school life. We encourage the children to reflect upon the Golden Rules when making choices about their behaviour. As a Church of England School, and in accordance with our Christian Ethos, we are all encouraged to learn from our mistakes.

In general, pupils are expected to:

- behave in an orderly and self-controlled way;
- demonstrate respect to all adults and children alike;
- ensure that their behaviour does not disrupt the learning of others;
- move in a calm and orderly fashion around the school;
- wear the correct uniform at all times;
- accept sanctions when given; and
- refrain from behaving in a way that brings the school into disrepute, including outside school and online.

The following rules were devised and agreed by staff and pupils as a set of whole school rules to ensure that everyone knows the standard of behaviour that we expect at our school.

St Giles' Golden Rules

Responsibility for our behaviour is ours

Everybody has a right to feel safe and valued

Show positivity and nurture those around you every day

Put 100% into everything we do, remembering our school values

Every bit of teaching is for us, so listen carefully

Care for each other in the school and our environment

Try to be the best we can be in every way!

In addition to the school rules, each class also has its own classroom charter, which is agreed by the children, class teacher and support staff at the beginning of the school year, and displayed on the wall of the classroom. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet the behavioural expectations set.

5. Roles & Responsibilities

It is the responsibility of all adults in the school community to recognise and promote positive behaviour, and to respond to inappropriate behaviour following the guidance in this policy. All adults have a shared responsibility in supporting children to follow the school rules thus promoting respect for all. All adults should be seen to:

- be a visible presence around school, meet and greet, model positive behaviours and build relationships thus promoting connection before correction;
- use both visual and verbal recognition in order to promote good choices - prevent before sanction;
- never ignore or walk past pupils who are making poor choices;
- remain calm and provide 'take up time' when going through behavioural steps; and
- follow-up, retain ownership and engage in reflective and restorative dialogue with pupils.

Governors

The governing body is responsible for:

- reviewing and approving the written statement of behaviour principles (Section 3);
- reviewing this policy in conjunction with the leadership team;
- monitoring the policy's effectiveness; and
- holding school leaders to account for its implementation.

Leadership Team

The Executive Headteacher and Head of School are responsible for:

- reviewing and approving this policy in conjunction with the governing body;
- giving due consideration to the school's statement of behaviour principles (Section 3);
- ensuring that the school environment promotes positive behaviour, self-discipline and respect;
- ensuring that staff deal effectively with inappropriate behaviour;
- monitoring that the policy is implemented by staff consistently with all groups of pupils;
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them;

- providing new staff with a clear induction into the school's behavioural culture to ensure that they understand the rules and routines, and how best to support all pupils to participate fully;
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- ensuring this policy works alongside the Child Protection Policy to offer pupils both sanctions and support when necessary; and
- ensuring that the data from Bromcom is reviewed and reported to governors as appropriate.

Staff

All staff are responsible for:

- creating a calm and safe environment for pupils, both inside and outside the classroom;
- establishing and maintaining clear boundaries of acceptable pupil behaviour;
- implementing the behaviour policy consistently including the use of escalation and restorative practice;
- communicating the school's expectations, values, routines and standards through teaching behaviour and in every interaction with pupils including the use of rewards;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- considering their own behaviour in line with Staff Behaviour at Work and Standards of Conduct; and
- recording behaviour incidents promptly when required on Bromcom.

In certain circumstances, the class teacher may need to liaise with the SENCO and outside agencies to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or behaviour support service.

Parents and Carers

The school endeavours to work collaboratively with parents and carers so that pupils receive consistent messages about how to behave both at home and at school. Our expectations for behaviour are outlined in this policy which is available on the school website. We expect parents and carers to read and support this policy. Where possible, they should:

- get to know the school behaviour policy and reinforce it at home as appropriate;
- support their child in adhering to the behaviour policy;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly;
- take part in any pastoral work following misbehaviour e.g. attending reviews of specific interventions;
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school; and
- take an active part in the life of the school upholding its ethos and values.

We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the Home School Agreement. This is also available on the school website. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher before contacting a member of the leadership team. Any complaints will be dealt with in line with the Complaints Procedure, again available on the school website.

Pupils

During their time at school, all pupils will be taught the following through our school behaviour curriculum:

- expected standards of behaviour they should be display both inside and outside of school;
- how to follow the school rules, taking responsibility for their actions;
- routines and expectations to support good behaviour;

- rewards that can be earned for meeting the behaviour standards and the sanctions they may face if
- they don't meet the standard;
- the pastoral support that is available to them to help them meet the behavioural standards

Pupils are presented with numerous opportunities to become actively involved in the running of their school thus developing a sense of responsibility for themselves and for others. There are many roles and responsibilities that the pupils can nominate themselves for, or be elected to. The opportunities for pupil voice are crucial in the smooth running of our school and ensure that our children are given the chance to have a say in decisions that affect them. This includes:

- each child being allocated a 'Buddy' at the start of the school year - older pupils are expected to set a good example, to be positive role models and care for younger pupils;
- responsibilities such: school council, library monitors, mentoring and sports crew;
- being a class monitor to complete jobs in the classroom; and
- running for Team Captain or School Bishop.

Through various means, pupils will be asked to give feedback on their experiences of the behaviour culture to support evaluation, improvement and implementation of the behaviour policy.

6. Incentives & Reward

At our school, pupils are recognised for a wide range of positive behaviours. Staff should always endeavour to 'catch them being good', rewarding behaviour that is over and above what is expected. We believe that rewarding good behaviour will promote self-esteem, recognise and encourage good behaviour. Staff make use of a range of rewards that are designed to reinforce the value we place on the children's achievements and positive behaviour. Staff endeavour to make this inclusive, recognising all aspects of children's achievements.

Praise and rewards are given for learning and behaviour in a variety of ways:

- verbal feedback and positive body language;
- stickers, stamps and certificates with the reason for the award being made explicit to the child/ peers;
- a message being shared with parents and carers and Dojo points awarded via Class Dojo (home school communication and reward system) - Dojo points accumulate over the year and result in pupils gaining award certificates: Bronze, Silver, Gold, Double Gold, Diamond and Platinum;
- successes shared with other staff members, the Head of School and/ or the Executive Headteacher when appropriate;
- an achievement certificate, chosen by class teachers and presented at St Giles Church for: Learner of the Week; Sports Stars; Forest School and Marvellous Musicians;
- a Head of School certificate for exemplary behaviour demonstrating our Christian Values, also shared as part of our Friday collective worship;
- receiving an end of Year 6 achievement award.

Children are assigned to Red, Blue, Yellow or Green Team when they join the school. This stays the same throughout their time at school and helps develop co-operative relationships in different activities. Buddy pairings are also linked to team colours. Each year the colour teams elect a new team captain. Team tokens can be given out by all staff in recognition of good manners, responsible behaviour and exemplary conduct (these are most often given to pupils outside the classroom, e.g. lunch and playtimes). Tokens are collected over a week and on Friday the team captains count the totals and add them to the collecting tubes on display in the corridor. Each half term the team with the most tokens receives a reward.

Each class also employs their own reward system, agreed by the children and class teacher, which builds towards either a collective or individual reward.

Children should be recognised by all staff members for a wide range of positive behaviours including making good choices, following the school rules and using kind hands, kind feet and kind words. We encourage children to tell the truth and praise this appropriately. When pupils make a wrong choice, a significant amount of time and energy can be saved by children being honest and admitting that they made a mistake. We teach that truth

in owning up to wrong choices leads to forgiveness. Staff and pupils alike are encouraged to learn from their mistakes.

7. Behaviour Management Systems

At school we believe that all behaviour has an underlying reason. What we think affects how we behave, this includes how the behaviour and response of adults can affect the behaviour of pupils. We recognise that there is a significant overlap between good practice in behaviour management and what children may see as sanctions.

The school uses a stepped behaviour management approach which gives pupils the opportunity to remedy misbehaviour, quickly arriving at their own solution. Pupils are supported to understand this approach which in turn contributes to them being able to make positive choices. It also supports staff to ensure that behaviour is dealt with consistently and expectations of behaviour are communicated clearly throughout the school day. Intervention due to unacceptable behaviour must not only address the misbehaviour, but allow the pupil to focus on alternative, acceptable behaviours.

The stepped approach is as follows:

1. **Reminder**
2. **Warning**
3. **Defuse**
4. **Reset**

Day-to-day misbehaviour is usually dealt with verbally using the stepped approach outlined above. These issues do not usually require a record being made or the involvement of the Leadership Team. Misbehaviour that has escalated to step 4 will require a record being made on Bromcom and the Leadership Team being notified. Staff must always endeavour to provide ample opportunity for pupils to change their behaviour before it has reached this stage. Further details regarding the stepped approach, including de-escalation techniques and suggested micro scripts and phrases are provided in appendix 1.

Where behaviour has escalated to stage 3, staff must endeavour to have a restorative conversation in order to support pupils in focusing upon forgiveness and learning from our mistakes. A conversation to reflect, repair and restore may not happen straight away, but when the pupil has become more regulated following an incident. This may mean it happens later in the day or even the following day if required. The purpose of a restorative conversation is to re-visit the experience with a calm, relaxed and reflective mind set. Further details of prompts for restorative conversations are also provided in appendix 1.

Restorative conversations could be 1:1 with a pupil or with small groups of pupils who were affected by the incident as appropriate. Each participant should have an opportunity to speak without interruption. In cases where it is clear who caused the harm, those who caused the harm go first. The role of the adult(s) is to remain impartial and non-judgmental, respecting the perspective of all involved, listening actively and empathetically and ideally empowering participants to come up with solutions rather than quickly suggesting or imposing ideas.

Some misbehaviours must be reported to the Executive Headteacher or Head of School and pupils will move directly to step 4 dependent upon the severity. These reportable misbehaviours include:

- persistent misbehaviour;
- verbal abuse including swearing;
- physical abuse or aggression e.g. intentionally hurting others, hitting, biting etc.
- sexual abuse;
- hate crime e.g. prejudice on the basis of ethnicity, religion, sexual orientation or similar grounds;
- bullying;
- damage to property;
- theft; and
- total loss of self-control.

A list of reportable behaviours to support the use of Bromcom is provided in appendix 2.

Parents will be contacted when a pattern of inappropriate behaviour is identified. In the event of a serious incident, parents will be notified immediately.

The school does not tolerate bullying of any kind. If it is discovered that an act of bullying or intimidation has taken place, staff will act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate all forms of bullying, we endeavour to do everything in our power to ensure that all children attend school free from fear (see Anti-Bullying Policy).

8. Use of Reasonable Force

All members of staff are aware of the advice regarding [Restrictive interventions, including use of reasonable force, in schools](#), as set out in the statutory and non-statutory guidance for schools from the Department for Education (DfE) April 2026. All members of school staff have a legal power to use reasonable force in certain circumstances, to prevent or stop a pupil from: causing injury to themselves or others; committing a criminal offence; damaging property; or causing disorder among pupils at the school, whether during a teaching session or otherwise (see Physical Intervention Policy).

9. Screening & Searching

All members of staff are aware of the advice regarding [Searching Screening and Confiscation](#), as set out in the statutory and non-statutory guidance for schools from the Department for Education (DfE) July 2022. Only the Executive Headteacher, can carry out a search. The Executive Headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. Any screening, searching or confiscation will be conducted in line with the latest guidance and only if the authorised member of staff has reasonable grounds to suspect that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

Prohibited items include:

- controlled drugs or other harmful substance;
- alcohol, tobacco, cigarette papers or fireworks;
- pornographic images;
- weapons or items which are evidence of a suspected offence; and
- items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property.

The following is not an exhaustive list and is subject to change, but items that should also not be bought into school include:

- vapes or e-cigarettes;
- matches and lighters;
- electronic devices (except a mobile phone when this has been agreed with school staff due to a pupil walking home alone);
- jewellery (except for a watch, plain stud earrings and items such as medical bracelets agreed with staff);
- chewing gum;
- fizzy drinks including high energy drinks; and
- any products marked as 'unfit for human consumption' or as unsuitable for children.

Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search;
- assess whether not doing the search would put other pupils or staff at risk;
- consider whether the search would pose a safeguarding risk to the pupil;

- explain to the pupil why they are being searched;
- explain to the pupil what a search entails e.g. I will ask you to turn out your pockets and remove your scarf;
- explain how and where the search will be carried out;
- give the pupil the opportunity to ask questions; and
- seek the pupil's co-operation.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

10. Offsite & Online Misbehaviour

It is left to the discretion of the leadership team as to whether to apply the school behaviour policy where a pupil has misbehaved offsite or online, particularly when representing the school. This includes:

- taking part in any school-organised or school-related activity (e.g. school trips);
- travelling to or from school; or
- wearing school uniform or in any other way being identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site or online, at any time, if the misbehaviour:

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

Pupils are taught to use the school digital technology systems in accordance with the pupil acceptable use agreement, this includes understanding the importance of adopting good online safety practice when using digital technologies both in and out of school and recognising that the school's online safety policy covers their actions out of school, if related to their membership of the school.

11. Suspension & Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent misbehaviour, which has not improved following in-school sanctions and interventions involving parents and carers.

The school follows the DfE guidance regarding [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) July 2026. This states that:

'Only the headteacher¹ of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.'

11. Special Educational Needs

We recognise that some children may have specific Special Educational Needs and thus may need to be managed differently. Advice will be sought from the child's class teacher or SENCO. Some pupils may need to be

¹ In a maintained school, 'headteacher' includes an acting headteacher by virtue of section 579(1) of the Education Act 1996. An acting headteacher is someone appointed to carry out the functions of the headteacher in the headteacher's absence. In the absence of the Executive Headteacher, the Head of School is appointed to carry out this function.

supported by the use of tailored programmes such as Pastoral Support Programmes to help them engage in school. Personal response protocols may also be drawn up in individual cases.

12. Safeguarding

The school is committed to safeguarding and promoting the welfare of children and young people, and we expect all staff and volunteers working in our school to share this commitment. The Behaviour Policy is central in providing a caring, positive, safe and stimulating environment that cares for the social, physical and moral development of the individual child. We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection Policy (available on the school website) and consider whether pastoral support, an early help intervention, a multi-agency assessment or a referral to integrated front door (IFD) is appropriate.

13. Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases, where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in consultation with the local authority designated officer (LADO) where relevant) will consider whether the pupil who made the allegation is in need of support, or the allegation may have been a cry for help. If so, support in line with our child protection and safeguarding procedures may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. For more information on responding to allegations of abuse against staff or other pupils, please refer to our Child Protection Policy.

13. Monitoring & Review

The school keeps records of incidents of misbehaviour electronically on Bromcom following the school stepped approach. When a child is sent to a member of the Leadership Team, additional records may also be made and uploaded to Bromcom as necessary. Records are also kept of any physical intervention and of any pupil who is suspended or excluded.

The Leadership Team monitor the effectiveness of this policy on a regular basis and report to the Governing Body through their termly leadership reports to ensure that it is administered fairly and consistently.

This Behaviour Policy will be reviewed by the Executive Headteacher, Head of School and Full Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. The written statement of behaviour principles (Section 3) will be reviewed at the same time.