



**Behaviour Policy – Planning for Success**  
**2025-26**

## Contents Page

Introduction .....	p3
How we help children to be successful .....	p3
How we help children who are finding it hard to be successful .....	p4
Children with individualised behaviour support plans.....	p4
Recording.....	p4
Rewards to promote positive learning behaviours.....	p5
Serious Incidents.....	p5
Process for managing serious incidents .....	p5
Emotion Coaching.....	p6
Child on Child Harm .....	p7

## 1. Introduction

At Begbrook Primary Academy, our values underpin everything we do – how we relate to each other, how we learn and how we behave. Our values are: be kind, be safe, be respectful, be ambitious.

We promote the highest standards of behaviour and conduct, in an environment where all members of our community are valued as individuals.

Children are expected to be polite and to show respect for other people and property. They are expected to behave in ways which keep themselves and others safe at all times. In class, we expect children to join in with the learning to the best of their ability by listening carefully, answering and asking questions and by taking part fully in activities, taking personal responsibility for their learning.

At Begbrook Primary Academy, we are committed to helping children to be successful – at school, at home and in the community. Teaching children the skills they need to be successful, as well as strategies they need when they are finding it hard to be successful is an integral part of what we do.

## 2. How we help children to be successful

### ***Our Begbrook Values***

We help children to be Begbrook Citizens by modelling, talking about and supporting them to embody our values. Children earn house points for demonstrating our values in and around our community.



### ***Our Gem Powers***

We teach children to be the best learner they can be by helping them to understand the characteristics they need to be an effective learner. We do this by using our gem powers:



Diamond Power helps children to solve problems independently. It helps children to be organised and responsible.



Topaz Power helps children to talk. It helps children to speak in full sentences, using the correct grammar and vocabulary.



Sapphire Power helps children to stay focused. It helps children to listen and manage distractions.



Emerald Power helps children to persevere when faced with a challenge. It helps children to bounce back after finding something difficult, building resilience. It helps children to see mistakes as an opportunity to learn.

### ***What does success look like?***

<b><i>At school...</i></b>	<b><i>At home...</i></b>	<b><i>In the community...</i></b>
Listening Helping each other Asking for help Sharing opportunities Taking turns Recognising how actions impact others Drinking water Eating lunch Having a health snack	Having more than 8 hours sleep Having a healthy breakfast, lunch and dinner Listening Being kind online Asking for help Accepting help	Asking for help Accepting help Showing respect Volunteering to help Show care and concern for others

### **3. How we help children who are finding it hard to be successful**

We value the importance of providing rigid consistency in the response and experience of most of our learners. Having a clear system and shared script that is used by **all** adults in our Academy, ensures our rigid, consistent response to children who are finding it hard to be successful.

We have stages of support which we use when children are finding it hard to be successful. They are:

- Stage 1 Support – Check in and reminder of what success looks like.
- Stage 2 Support – Reflective conversation
- Stage 3 Support – Reflection form completed with adult for part of breaktime or lunchtime
- Stage 4 Support – Reflection with a member of the Senior Leadership Team (SLT). Other responses to this level of behaviour might include positive handling, internal exclusion, working off site at another Academy, suspension.

*\*Please speak to a member of our team for more information on linked behaviours to each Stage of Support.*

### **4. Children with individualised behaviour support plans**

Occasionally there may be children who have individual plans to support children to make positive behaviour choices. These children may be communicating a need that needs an individualised approach to help them to be successful and so in these cases the children's individual plans take precedent over this policy.

### **5. Recording**

Parents and Carers are informed when a child has needed Stage 3 or Stage 4 support to be successful. We use an online monitoring system to record all Stage 3 and Stage 4 behaviours.

## 6. Rewards to promote positive learning behaviours

Each week, all classes work towards earning Gem Time on a Friday afternoon. They do this by earning gems to fill their class gem pot, for demonstrating their gem powers (learning behaviours).

We also reward individuals who show positive behaviour for learning with individual Gem Cards. These can be taken home to share with parents/carer and when a full set is collected, children are invited to have a celebration sundae with our Senior Leadership Team.

House points are awarded to children who consistently demonstrate our values to a high standard.

In our Friday Celebration Assembly, children are awarded gem certificates, reader of the week certificates and our value of the term certificates.

Children can also share their learning with a member of the Senior Leadership Team.

## 7. Serious incidents

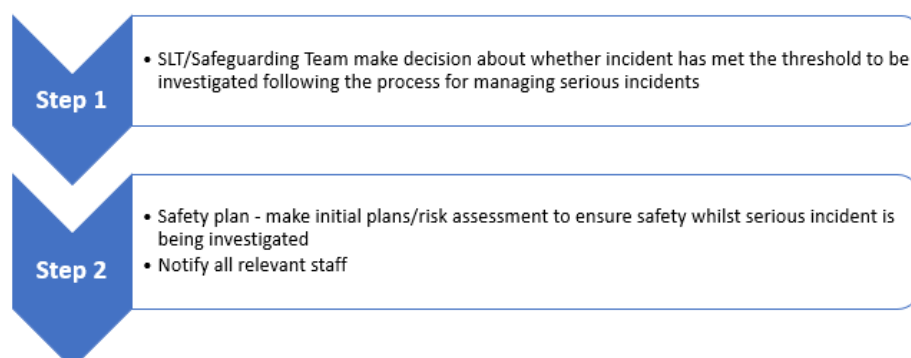
Serious incidents are incidents where behaviour choices pose a significant risk to safety, wellbeing, or the learning environment. We consider the follow to be serious incidents:

- Physical harm or threats of harm
- Bullying or harassment
- Discriminatory behaviour (e.g. racist, homophobic, biphobic, transphobic, ableist, sexist or hate-related comments)
- Possession of prohibited or dangerous items
- Damage to property
- Disruption to learning or safety
- Safeguarding related concerns (e.g. leaving school site)

## 8. Process for managing serious incidents

Our Academy is committed to providing a safe, respectful and nurturing environment in which all children can learn and thrive. Serious incidents are managed promptly, fairly and consistently to ensure the wellbeing of children, staff and our wider community.

We have robust process for managing serious incidents:





## 9. Emotion Coaching

At Begbrook we use an emotion coaching approach to support children who are experiencing strong emotions. We believe this is an effective strategy in promoting emotional development in children. When we use an emotion coaching approach we:

- Recognise the power and purpose of emotions
- Empathise with the feelings of the child
- Practise active listening in order to build rapport
- Are calm not anxious about the child's emotions, and see a way to problem solve
- Role model positive emotional states

We believe emotion coaching gives children positive life affirming messages. These are:

- We all have feelings and need to recognise them in ourselves and others
- We are not alone and we are accepted, supported, cared about, understood, trustworthy and respected – this is then returned
- We are empowered and it is safe to engage in problem solving accepting we are part of the solution
- All feelings are normal and need to be regulated and expressed constructively
- Problems and conflicts can be solved peacefully

As the adults with responsibility for the children in our care, we need to feel empathy with them, even at times when they are most likely to have lost control; it is this that enables co- regulation.

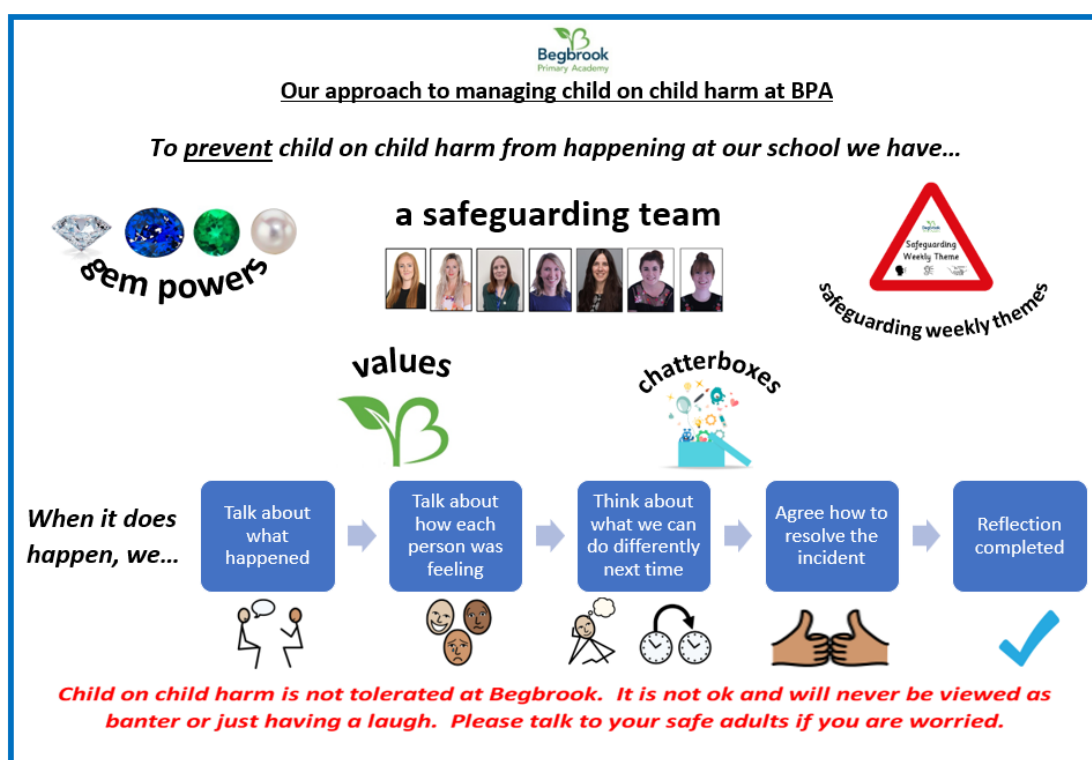
To ensure that we are able to effectively emotion coach with children, all adults at Begbrook will endeavour to build trusting, respectful relationships with children. This is best exemplified by the phrase 'connection before correction'.

## 10. Child on Child Harm

We are committed to providing a caring, friendly and safe environment for all of our children. We recognise that children, or groups of children, can sometimes harm other children, or groups of children, through abusive or harmful behaviour. This may include physical violence, bullying, sexual harassment, or emotional abuse, whether in person or online.

We will never dismiss such behaviour as “banter” or “part of growing up.” All allegations of child-on-child harm will be taken seriously, investigated promptly, and addressed in line with our safeguarding procedures. Both the child who has been harmed and the child who has caused harm will receive appropriate support, with a focus on education, safety, and wellbeing.

Our approach to preventing and managing child on child harm prioritises prevention, early intervention, and restorative practices to ensure that every



child feels safe and valued.

## Bullying

Bullying is repeated, intentional behaviour that hurts, harms or frightens another person, where there is an imbalance of power between the individual involved. Bullying of any kind is unacceptable and will not be tolerated at our Academy. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell an adult. All bullying allegations will be investigated following our process for managing serious incidents.