Bridgemere CE Primary School

Behaviour for Learning Policy

‘I can do all things through Christ who strengthens me’
Philippians 4 v 13

Confirmation that the Behaviour for Learning Policy at Bridgemere CE Primary has been discussed and approved by the Staff and Governing Body: October 2026

To be reviewed September **2027**

Behaviour for Learning Policy

Bridgemere CE Primary is a Church of England Voluntary Aided School and as a Christian school we believe that each of us is an individual made in God's image. Behaviour is therefore important to us in that we should be the best that we can be in our relationships towards each other and before God**.** However, we realise we are all human and sometimes fall short of expected behaviour. At Bridgemere all staff and pupils strive show forgiveness just as Christ forgives us. By being forgiving we can restore relationships.

"Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you."

Ephesians 4:32

Our Christian vision:

'I can do all things through Christ who strengthens me'

Philippians 4 v 13

supports us in all our relationships and reminds us that we can rely on God's strength to forgive ourselves and others. It gives us hope when we find situations in daily life difficult to cope with.

Principles:

"All Scripture is inspired by God and is useful for teaching, for showing people what is wrong in their lives, for correcting faults, and for teaching how to live right."

2 Timothy 3:16-17

The principles which shape the behaviour of pupils within a Christian school must convey truth about God and the ways in which he wants individuals to behave personally and in community. They should reflect that God has all authority, is righteous, just, merciful, gracious, loving, forgiving and slow to become angry. These principles recognise that every child is a gift from God.

The principles include:

- Establishing an understanding of God's nature;
- Developing a child's conscience and ability to discern right from wrong in order to make wise choices;
- Encouraging a respect for authority;
- Setting an example of forgiveness:
- Nurturing self-discipline and self-control in each child;
- Teaching each child how to form and maintain godly relationships;
- Teaching godly principles of responsible community living;
- Creating the conditions for an orderly community in which effective learning can take place;
- Establishing and maintaining a consistent and fair approach to the management of the behaviour of pupils throughout the school.

The above principles will lead to Bridgemere having a relaxed, pleasant atmosphere where pupils are able to give their best in the classroom. Pupils will be encouraged and stimulated to fulfil their

potential. To achieve this, a positive policy of encouraging appropriate attitudes through praise and rewards is necessary.

Good Behaviour

At Bridgemere CE Primary School we expect pupils:

- to be polite;
- to be respectful;
- to be forgiving:
- to be sensitive to the needs of others and to their property;
- not to take the law into their own hands;
- to respect and follow the school rules.

Rewarding Positive Behaviours

"Let your good deeds shine out for all to see, so that everyone will praise your heavenly Father."

Matthew 5:16

We offer rewards for positive behaviour in several ways:

- Verbal praise or encouraging smile.
- A written comment on a child's work.
- A visit to another member of staff for commendation.
- A public word of praise in front of a group, a class, or the whole school
- Communication with the child's parents either verbally, through a text or in the child's communication book.
- Acknowledgement in celebration assembly as a shout out or for other specific achievements e.g. sporting / attendance etc.
- Special tasks and responsibilities established by school staff, e.g. Buddies / showing visitors around

In addition to the above, there is a clearly understood system of rewards:

- House Points can be awarded by any member of staff for positive behaviour or achievements. Year 6 monitors count the House Points across the school each Friday ready to share in Celebration Worship.
- For consistency across school all staff can give up to 3 house points to any child at one time.
- The winning House ribbon is displayed on the House Point Trophy.

School Rules

Jesus taught that all rules can be summed up by these two commandments.

"Love the Lord your God with all your heart, all your soul, and all your mind."
"Love your neighbour as you love yourself."

Matthew 22:37-40

To help us follow the above commandments, these rules have been written.
These rules will help Bridgemere CE Primary School to be an enjoyable, safe environment.

We speak to each other and treat each other with respect.
We respect all adults in our school.
We are quick to listen and to obey instructions.
We take care to be friendly and helpful to visitors.
We always walk in school.
We do not distract our friends during work or worship.
We are always truthful.
We are always forgiving.
We aim to sort out any problems quickly.

These rules are displayed in the classroom and are regularly discussed with the children to ensure they understand the expectation of behaviour. They are used as a guideline of a good standard of behaviour.

Restorative Behaviour

At Bridgemere CE Primary we believe in restoring relationships after negative behaviour has taken place. Children will be encouraged to forgive themselves and others and restore relationships after any negative behaviour or exclusion. This is the example that Jesus gave us and one that we follow.

Where possible, we encourage children to look for opportunities to bless and assist those who have wronged them. This can be a challenge to do, but God gives us the strength. Healing often takes time, so the faster we can express compassion, forgiveness, kindness, and mercy to those who hurt us, the sooner we will heal and recover.

"Then Peter came up and said to him, "Lord, how often will my brother sin against me, and I forgive him? As many as seven times?" Jesus said to him, "I do not say to you seven times, but seventy-seven times."

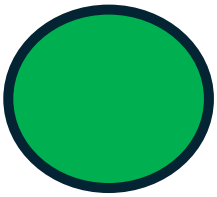
Matthew 18: 21-22

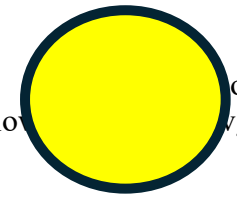
The 'Coloured Zone' Traffic Light System

Negative behaviour often stems from personal problems or difficulties. It is our aim therefore, to establish the reasons for inappropriate behaviour so that we may then respond.

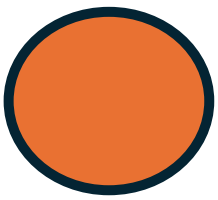
For the purpose of monitoring behaviour we use four coloured zones. These are used consistently across the school, as detailed below:

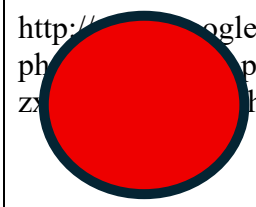
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Exclusion

Exclusion of a pupil will be seen as one of the last resorts. By keeping parents informed, supportive and involving them when problems arise, we aim to prevent an escalation of poor behaviour. Children will be excluded from school for extreme or persistent behaviour which puts the health and safety or learning of other pupils and adults at risk. Children will not be allowed to remain in class if they persistently prevent other children from learning.

Exclusion may be:

- **Internal** - i.e. excluded from a class or group or
- **External** - i.e. excluded from Bridgemere CE Primary School.

We will inform parents if children are being asked to leave class on a regular basis. External exclusions are either on a fixed term or permanent basis.

All external exclusions are reported to the Chair of Governors. Parents have a right to appeal against the decision to exclude. Parents are informed of the decision to exclude in a letter which outlines the reason for exclusion. All external exclusions remain on the child's record, unless overturned by

an appeal. If fixed-term exclusions add up to more than 45 days in one academic year, then the exclusion becomes permanent.

Possible Reasons for Exclusion

These include the following:

- Bringing the reputation of Bridgemere CE Primary School into disrepute e.g. vandalism; verbally abusing members of staff in front of parents or other members of the community; pupils found to have made malicious accusations against the staff.
- Serious or persistent physical attacks on children.
- Serious or persistent bullying.
- Serious or persistent disruption of any class. All our children have the right to learn without hindrance.
- Attacks of deliberate physical violence against adults will result in exclusion. If such attacks are serious or repeated, then the Headteacher will seek to permanently exclude the child. We will not ask any staff member to supervise a child known to be violent.
- Running out of the building.
- Persistent stealing from school or individual members of the community.
- Deliberate vandalism or damaging of property or equipment.
- Serious or persistent verbal abuse of members of the community.
- Disrupting learning and refusing to leave class.
- Behaving in such a way that staff members have to regularly use restraint or force to control situations.
- Serious or persistent racist abuse or threats will result in a fixed-term exclusion. If abuse or threats continue after exclusions, then the Head teacher will seek to exclude on a permanent basis.

Only the Headteacher, or the most senior teacher (in her absence) or an authorised teacher, can carry out an exclusion.

Discretion will be used in deciding the length of an exclusion and will take into account the age and circumstances of the child, the events leading up to the incident and any previous record of serious poor behaviour.

Child on child abuse

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature.

We take zero-tolerance approach to sexual harassment and sexual violence; that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, misogyny, an unsafe environment and in worst case scenarios, a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it, All staff are advised to maintain an attitude of ‘it could happen here’.

Child on child abuse is most likely to include, but may not be limited to:

- Physical abuse: Any form of physical harm inflicted by one child against another.
- Emotional abuse: Inflicting emotional harm through words, actions, or behaviour that causes fear, distress, or humiliation.

- Bullying: Any form of bullying, including cyberbullying, where a child uses threats, intimidation, or exclusion to cause harm to another child.
- Sexual violence: Any sexual act or behaviour that is not consensual between children.
- Sexual harassment: Any unwanted sexual advances, comments, or attention that is sexual in nature.
- Harmful sexual behaviour: Any behaviour that is sexual in nature and is harmful to the child's health or well-being.
- Sharing of nude, semi-nude images or AI generated nude/semi-nude images: Any sharing of nude or semi-nude images between children, which is not consensual.

Involvement of External Support Services

Bridgemere CE will establish close relationships with external support services such as Educational Welfare, Early Help, Psychological, Parent Partnership, Social and Community Services and Police so that background understanding of the needs of the child and the provision of the right support can be achieved.

Parents should be aware of any involvement of an external advisor and must fully understand the reasons for seeking further support. We believe that close co-operation with parents is important. This discipline policy will be most effective where there is parental support and understanding and this will established and developed through regular and open communication between home and school.

Equal Opportunities

Bridgemere CE Primary School acknowledges its legal duties under the Equality Act 2012, in respect of safeguarding and is respect of pupils with special educational needs. Not all children display the same behaviours. Children with some conditions may be unable to help some of their behaviour, such as moving around or fidgeting. This is not regarded as poor behaviour. Some children may need some teaching which is additional and different to that of their peers e.g. anger management; management of impulses; retreat or 'cooling off'; alternative activities or control of aggression.

Review

This policy will be reviewed with governors, staff, children and parents annually.