



Our Vision
RESPONSIBILITY
RESPECT
RESILIENCE

**A shining light in our
community**

You are the light of the world. A city
on a hill cannot be hidden. - Matthew
5:14b

Primary Positive Behaviour Policy

Approved by:	Board	Date: October 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	
Related Documents	Exclusion Policy (POLEX) Learning and Teaching Policy (POLTL) Equal Opportunities Policy (POLEO) Special Educational Needs (POLSEN) Anti-bullying (POLAB) Care and control Policy	
Guidance	Behaviour in schools – advice for headteachers and school staff – February 2024 Keeping children safe in education 2025 Use of Reasonable force in schools July 2013 Searching, screening and confiscation advice for schools July 2022 Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement August 2024	
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Purpose

At Bradford Academy we expect excellent behaviour and believe that high standards of behaviour contribute to effective learning. We want our learners to develop positive self-esteem and self-discipline and to be considerate and polite to each other and adults. We believe that good behaviour needs to be carefully developed and not left to chance. We use collective worship to build understanding of our Christian vision and values and learners reflect on how these should shape their behaviour and actions in school and in the wider community.

All adults in the academy will aim to provide a warm, supportive environment with clear and firm boundaries. We will be consistent throughout the academy when dealing with learners' behaviour. Adults are encouraged to use language that echoes the vision and values of the academy to build positive learning environments.

Good Behaviour Benefits Everybody

Learners

- learn and understand the value of good behaviour;
- do as well as possible in their work;
- develop a caring attitude to others and their surroundings;
- take personal responsibility for their actions;
- feel happy and safe.

Teachers And Non-Teaching Staff

- teach more effectively in a climate of positive learning behaviour;
- meet the needs of all learners;
- are able to enjoy positive relationships with learners;
- feel supported and safe.

Parents

- can feel confident that their child is developing personally and socially as well as academically;
- know that their child is receiving the support they require.

Leadership and Management

Leaders will:

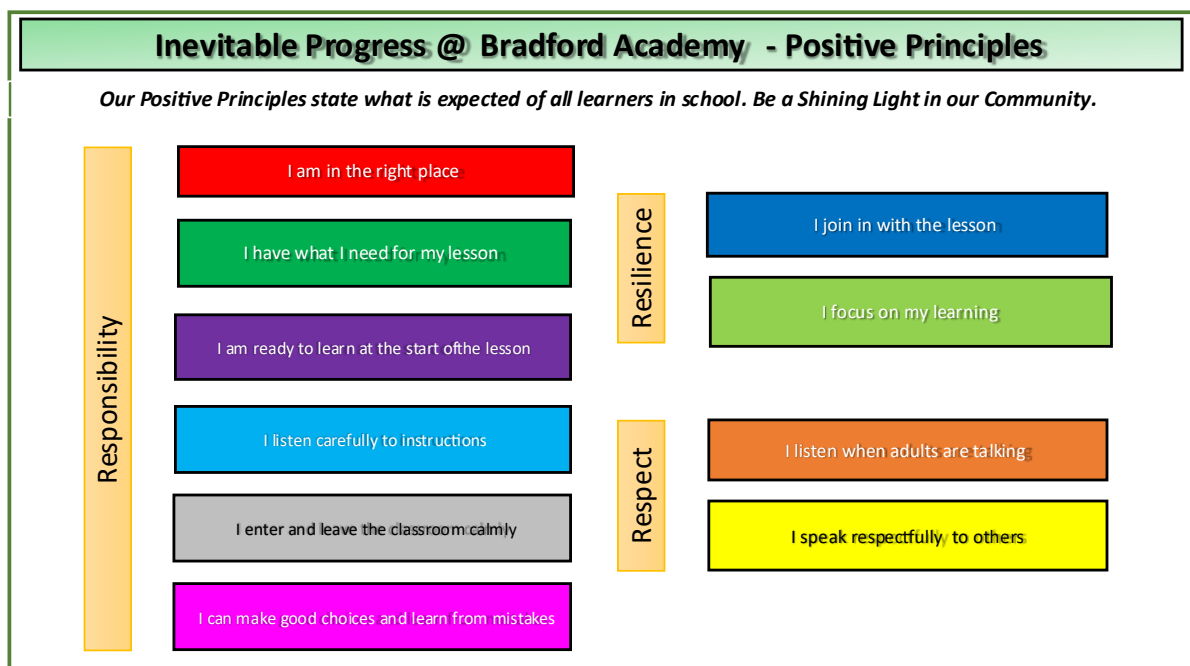
- be highly visible, routinely engaging with learners, parents and staff in order to set and maintain the behaviour culture in an environment where everyone feels safe and supported;
- make sure all staff understand our behaviour expectations and the importance of maintaining and promoting them. All new staff will be inducted clearly into the academy's behaviour culture to ensure they understand our rules and routines and how best to support all learners' participation in creating the culture of the academy;
- allocate appropriate resources to ensure all staff receive regular support and accredited

training;

- provide training from specialists to ensure all staff have a sound knowledge of how SEND can impact behaviour and how to adapt our responses appropriately.

Academy Systems and Social Norms

We have agreed that good behaviour means:



Our behaviour expectations are displayed in all classrooms, together with rewards for good behaviour and consequences of inappropriate behaviour. All staff make time to remind their class of rules, rewards and consequences on a regular basis.

Strategies for consistency

- make sure learners know what is expected of them at all times- be clear;
- be fair– in the majority of cases learners are expected to follow academy rules to the same high standard- consequences given should reflect the behaviour policy irrelevant of the learner's 'usual' conduct;
- learners need to know that every time they break a rule they will receive a consequence;
- have high expectations for behaviour;
- restorative practices will be used after every conflict in the academy.;
- some learners will have individual plans or risk assessments as agreed by the SENCO. These should be known and followed by all staff in academy.

Class Charts

Class Charts is an effective tool used in our school's behaviour policy. It serves as a digital platform to recognise and track learners' behaviour. When learners exhibit positive behaviours, they receive "Good to Be Greens". They can receive these for the following things:

- Good progress
- Good work
- Being respectful
- Being responsible
- Being resilient

Throughout the day, teachers display this information, helping students see their progress and encourage positive behaviour.

Additionally, Class Charts allows teachers to log instances of Red Cards and Yellow Warning Cards. Parents will receive alerts when their child receives a "Good to Be Green" or a Red card, fostering communication between school and home. Overall, Class Charts plays a vital role in maintaining a positive and accountable learning environment.

Behaviour at Bradford Academy Primary

We reward good behaviour through:

- verbal praise;
- "Good to be Green" behaviour scheme;
- tell/show another adult;
- praise collective worships – "Good to be Green" and Shining Light awards;
- stickers linked to our values;
- informing parents (verbally and through texts/ online communication);
- individual class rewards;
- home Team tokens

Behaviour at Lunchtime

Learners are expected to behave sensibly at lunchtime. Lunchtimes are a social time of day, where learners have conversations and develop social skills. We expect learners to be courteous at the dinner table, follow the instructions of the lunchtime supervisors and act responsibly in the dining room and playground whilst acknowledging the less structured nature of these times of day. Academy play times should have a lively and good-natured feel.

In the dining area we expect learners to:

- walk at all times;
- be polite and use good manners;
- clear away tidily.

If the behaviour choices of a learner are disturbing to other learners or staff in the dinner hall, alternative provision at lunchtime may be needed. This may mean that the learner would not be allowed into the dining room. This would be a short-term solution and nurture would be introduced to teach the social skills needed to be able to access our dining offer. In instances where lunchtime behaviour continues to be disruptive, the child is likely to receive a lunchtime exclusion as per the suspensions and permanent exclusion guidance 2024.

Good to be Green Behaviour Scheme

Our ethos is to notice good behaviour and give attention to learners making the right choices. We have a very positive attitude towards discipline, awarding learners individually and as a class for good effort and attitude.

The 'Good to be Green' scheme is an effective way of promoting positive behaviour, rewarding those learners who consistently behave appropriately, and is a means of being able to track those learners who find it harder to meet the academy's expected behaviour code. Class Charts is used to log green, yellow and red behaviours which is accessible to parents.

The scheme is very visual, with learner friendly resources which allow our learners to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a learner has had a bad day, they can start afresh the following day.

Every learner starts their day on a positive note with a green card displayed in their pocket of the Class Chart. The card says- 'It's Good to be Green!' and the learners soon learn to associate being on class chart green with a feeling of having done the right thing.

If, during the day, in lessons, or at break times, a learner has to be warned of inappropriate behaviour, or has broken an academy rule, then a yellow warning card will be displayed over the top of the green card. The warning gives the learner the opportunity to reflect, consider and review their behaviour. Learners also have the opportunity to change their behaviour resulting in the yellow warning card being removed. If a learner is already on a yellow warning card, and they have to be told again about inappropriate behaviour, then a consequence will be given. A yellow warning card would equate, for example, to 5 minutes off playtime.

Sometimes, a reminder of the possibility of a red consequence card is enough to encourage a learner to make the right choice. However, if necessary, the learner's yellow warning card will be moved to the back of the pocket and the red consequence card will be displayed. Cards are reset each day and each day a learner starts on green.

Listed below are some examples of mild and serious negative behaviours:

Yellow warning card issued after verbal warning.

Mild negative behaviour

- talking out of turn;
- off task;
- disrespect toward peers and adults;
- pushing in, jostling in line;

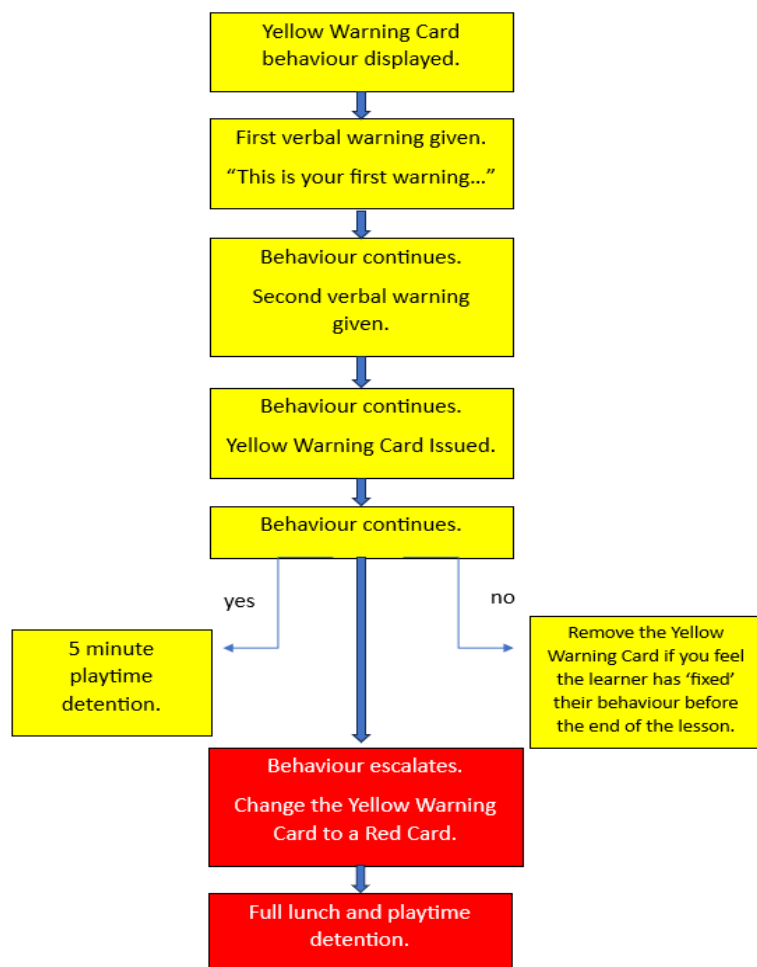
Mild negative behaviours can become more serious if they keep re-occurring.

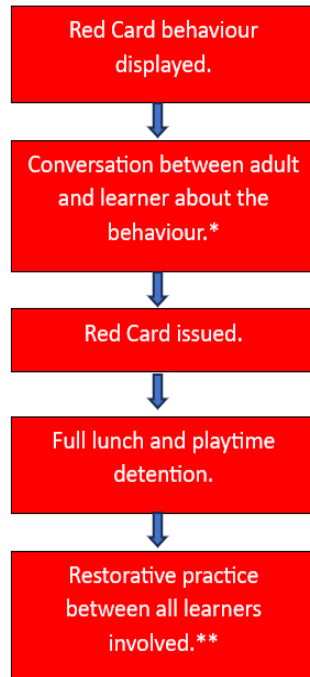
Red card

Serious, Unacceptable Behaviour

- stealing;
- telling lies;
- bullying including cyber bullying – see Anti-Bullying Policy;
- racial harassment – see Anti-Bullying Policy;
- LGBTQ+ harassment – see Anti-Bullying Policy;
- harmful sexual behaviours;
- deliberate destruction to property or equipment (a contribution for replacement would be expected);
- malicious accusations against academy staff;
- deliberately hurting another person either physically or verbally;
- abusive and improper language;
- refusing to co-operate and showing disrespect towards others.

All serious or unacceptable behaviour automatically equates to a red card. The consequences for a red card varies on severity including loss of play time or lunch time to suspensions and permanent exclusion. Learners who receive a detention or suspension complete a Think Sheet where the focus is responsibility, resilience, respect. If a learner shows persistent serious or unacceptable behaviour the key stage lead or a member of SLT will contact parents.





*Red Cards should only be given once a conversation about the learner's behaviour has happened.

**Restorative practice should always happen but must be when the learner is calm and regulated. This may be the following day.

Good To Be Green Rewards

Every time a learner receives sixty "Good to be Greens", their parents will be invited to our "Good to be Green" collective worship where their achievement will be celebrated followed by juice and biscuits with their parents and friends.

Golden tickets

During the last week of each term, learners who display "Good to be Green" behaviour during the academy day will be rewarded with a golden ticket. All golden tickets get put into a prize draw which occurs on the last day of term. This is an opportunity to give additional rewards to learners who regularly show "Good to be Green" behaviours.

Detentions

Play time, lunchtime and after school detentions are used where a learner uses persistent low-level behaviour or serious, unacceptable behaviour and have received yellow or red cards.

Peace Room

On limited occasions, when a learner is endangering themselves, other learners or adults, or damaging property, they may be moved to our Peace Room. This is primarily used for SEND learners with an SEMH need and is a safe place for de-escalation and recentring. Almost all staff in the academy are Crisis Prevention trained and this is updated regularly. Following the Behaviour in Schools 2024 guidance, reasonable force may be used by any staff member to ensure the safety and wellbeing of themselves and others. Whenever a learner is held, the incident log is completed, and the SENCO will check this weekly. This forms part of systems and procedures to ensure all parties are communicated with appropriately.

All attempts will be made to ensure the safety of the learner in this instance. Learners who need to use the Peace Room or to be restrained will have it written into their Risk Assessment pre-emptively, if possible, if not after the first instance. This would form a part of their SEN provision. When using the Peace Room, staff are expected to stay in the room with the learner unless it is unsafe to do so. A learner will only be put into the Peace Room without an adult if they pose a danger to the members of staff. This will be written into their individual risk assessment, communicated with parents and all parties involved will need to sign all documentation. If it is the first occasion, the parent will be informed at the earliest convenience and risk assessments will be updated accordingly.

After a learner has been in the Peace Room, this will be logged on CPOMs the same day. CPOMs will be used to log the frequency and length of visits and to help identify triggers and next steps for learners. Our aim is that any learner who uses the Peace Room returns to class the same day in order to continue learning.

Trips and visits

If a learner's behaviour in the run up to a trip leads the academy to believe it would not be safe for them to attend they will not be allowed to go on the trip.

Searching property and learners

Bradford Academy follows DfE guidance. Namely- Principals and Vice Principals are authorised to use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Leaving the academy without permission

- Staff will not chase after a learner – the safety of all learners is paramount. Learners will be followed from a distance unless in exceptional circumstances where there are no available adults to do this.
- The staff member will inform the Primary Principal or a Vice Principal who will support with the situation.
- The staff member(s) will assess the situation and try to maintain 'watch' over the learner who is "outside the academy".
- Telephone contact with parent/carer will be undertaken, explaining the incident/situation and requiring them to attend the academy.

Personalised Behaviour Rewards and Sanctions

All learners in the academy are expected to follow the “Good to be Green” behaviour system linked to the positive principles and will be treated fairly within this. However, at times it is necessary to give individuals their own additional behaviour rewards and sanctions. These may include regular check ins with a preferred adult, time out of class or any other reasonable reward that will help them to behave in the best possible way and make the right choices.

Suspensions

A suspension will be issued after a serious incident or in response to persistent poor behaviour which has not improved following in-academy sanctions and interventions. This is a maximum of five academy days and the learner will be supported to reintegrate following a meeting between a member of SLT and parents.

Contacting Parents

Contact between the academy and parents is paramount to ensuring learners’ behaviour choices have impact in and out of academy. Bradford Academy have the Weduc system which allows easy contact between staff and parents, alongside class charts which records positive and negative behaviour and alerts parents.

Where a learner’s behaviour breaks academy rules, parents may be contacted. Parents may be asked to come into the academy to support learning or to discuss learners’ ongoing behaviour.

We will feedback to parents on the well-being of their own child. It would be inappropriate to discuss the needs of other learners within the academy community other than with their own parent or carer.

Staff Induction, Development and Support

All new to academy staff are supported to fully understand the behaviour policy and use it consistently. Regular training and updates are provided. Following research, we have chosen Crisis Prevention Intervention in conjunction with restorative practice to support our behaviour policy.

Learner Transition

At the start of each academic year, and more often if required, learners are reminded of the academy’s behaviour expectations and rules. Year 6 learners going into Year 7 have regular transition time throughout the summer term to familiarise them with new routines, rules and systems-

Learners entering EYFS have a staggered start to ensure they are given good support to form positive relationships with staff and other learners which in turn will help them to make positive choices in academy. This also allows staff to embed new routines with young learners in an unfamiliar environment.

Staff continuously model and remind learners of the expected standard for behaviour in the academy.

Learner Support

Where a learner's behaviour is regularly serious or unacceptable and the provision put in place by academy is not helping, other agencies will be involved. This will always be with the permission of the parents. The academy works closely with agencies and value their input, for example, educational psychologists and other support staff such as counsellors and Mental Health Support Teams.

Child on child Abuse

Following any report of learner-on-learner sexual violence or sexual harassment offline or online, Bradford Academy will follow the general safeguarding principles set out in the Safeguarding policy. Each incident will be considered on a case-by-case basis. Bradford Academy is very clear in every aspect of their culture that sexual violence and sexual harassment will never be acceptable, will not be tolerated and that learners whose behaviour falls below expectations will receive consequences in line with this policy. All staff understand the importance of challenging inappropriate language and behaviour between learners. Learners that are victims will be reassured that they will be supported, kept safe and will be taken seriously regardless of how long it has taken them to disclose. On-line abuse both inside and outside academy will be viewed as extremely serious, and appropriate consequences given. For any malicious reports disciplinary action will be considered as per this behaviour policy.

Banned Items

Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Mobile phones must be handed in to the office and collected at the end of the day as their use is not permitted within the academy day. This should only be for Year 6 learners unless agreed otherwise with a member of SLT.

Early Years Foundation Stage

Teaching children to manage themselves, their emotions and build relationships is an integral part of the EYFS curriculum. The teaching and encouragement of positive behaviour occurs everyday in EYFS through carefully planned provision opportunities and adult led activities. The positive principles underpin positive behaviour in EYFS as in the rest of the school.

In EYFS we reward good behaviour through our use of the amazing wall and class charts. When good behaviour is shown children can put a picture of their face on the amazing wall. They then also get a good behaviour point on class charts. For every sixty points children achieve on class charts they will receive an 'amazing award'. For reception children, as with the good to be green awards in KS1 and KS2, the child's parents will be invited in to celebrate their child achieving their award in collective worship. For children in Tiny seeds and nursery the award will be given in class.

Where mild negative behaviour occurs children will be given two verbal warnings and if the behaviour continues they will sit on the thinking chair for a short period of time dependent on the child's age. An adult will support them during this time and help them to understand their behaviour. Where serious negative behaviour occurs children will sit on the thinking chair with an adult supporting them. Any time on the thinking chair will be logged on class charts. Parents/carers are kept informed through class charts and verbally of any time spent by their child on the thinking chair.