



**Behaviour policy and statement of  
behaviour principles  
Brookvale Primary School**



## 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

## 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](#)
- [Exclusions Guidance](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- In addition, this policy is based on:
- 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

## 3. Definitions

**School Staff** are defined as any paid member of the school community or any person that the headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Disrespectful attitude
- Non-compliance
- Inappropriate language

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Inappropriate sexual behaviour
- Sexual assault, which is any inappropriate sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Aggressive behaviour
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks

- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which is available in school and can also be found on the school website.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- The senior leadership team will support staff in responding to behaviour incidents.

## 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 6. School Rules

Pupils are expected to:

- Keep your hands and feet to yourself
- Look after people's things
- Listen
- Walk in school
- Be kind

## 7. Rewards and sanctions

### 7.1 Rewards

It is appreciated that most children respond to being rewarded for their achievements. Most children want to recreate the behaviour that resulted in the reward. Rewards can be given to individuals, groups or classes; this encourages children to work together in creating a positive classroom atmosphere.

Positive behaviour will be rewarded with:

- Golden time
- House points
- Certificates
- Headteacher awards
- Afternoon tea with headteacher
- Good work prizes /Prize boxes
- Stickers
- Dojo points
- Treats
- Trophies
- Star of the day

### Sanctions

We acknowledge the right of all to feel safe. We are aware that the nature of some students behaviours will be challenging and that, although sanctions will be used as the last resort, intervention may be necessary.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Loss of golden time
- Loss of playtime
- Loss of privileges
- Sent to member of SLT
- Supervised time out

The following procedures may be instigated as appropriate if the above sanctions don't work:

- Meet with parents to put a behaviour plan in place
- Re-appraisal of behaviour plans
- Further analysis of information gathered to ascertain the function of behaviours more clearly

### 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. This includes the right to exclude a pupil for behaviour that has taken place off-site but may have a detrimental impact on the management of the school.

### 7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour management

Our school's approach to behaviour management is as follows:

- Name on board if child breaks a golden rule
- Name under-line if inappropriate behaviour continues
- Loss of golden time
- Time out of class
- Sent to member of SLT

These steps start from the beginning after each session to give the child a fresh start

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

Guidance on the use of reasonable force can be found [here](#).

### 8.3 Confiscation, Searching & Screening

School staff have a right to screen and search any pupils **with consent**. They also have the right to search pupils **without consent** if they suspect that the pupil is carrying any prohibited item. Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## **8.4 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils 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 pupil.

The school's special educational needs co-ordinator will evaluate a pupil 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, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **9. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher. The written statement of behaviour principles (appendix 1) will also be reviewed and approved by the full governing board annually.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Exclusions policy
- Safeguarding policy
- Equality Policy

## **14. Exclusions**

In some instances we may consider it necessary to exclude pupils. This decision can be made by the Headteacher of the school and parents can expect to be informed in writing of the decision to exclude. The reasons to exclude are listed below;

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Racist abuse/homophobic abuse

- Sexual misconduct
- Drug or alcohol related
- Damage (to school property or to personal property of a member of the school community)
- Persistent disruptive behaviour

There are 2 types of exclusion:

- **Fixed Term Exclusion.** These can be for part of a school day (including lunchtime exclusions) or for whole school days. Schools can issue up to 45 days of fixed term exclusions in a year but must provide education from day 6 of a fixed term exclusion. Fixed term exclusions do not have to be for a continuous period.
- **Permanent Exclusion.** In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body.

# Brookvale Primary School - Statement of Behaviour Principles

## Statement of Intent

Brookvale Primary School sets out to develop confident, caring, enquiring individuals, prepared for the future.

Brookvale Primary School is committed to safeguarding and promoting the well-being of all children and expects staff and volunteers to share this commitment. Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Brookvale Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

## School Aims

1. To provide a broad, rich curriculum which educates & equips children for life and challenges them to achieve their best
2. To use a positive approach towards discipline which is based on consistency, mutual respect and a sense of self-worth
3. To create a safe, happy, stimulating environment which encourages children's independence and confidence
4. To foster a positive partnership with parents and carers, which values their contribution
5. To value each child as an individual, recognising their special talents and needs

At Brookvale Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.

Brookvale Primary School is an inclusive school. Bullying or harassment of any description is unacceptable.

- All members of the school community should be free from discrimination of any sort.
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.



