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**Brentfield Primary School**

Children of Today, Champions for Tomorrow

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## Behaviour Policy

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Person Responsible	Ms. S. Rawat
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## 1. Policy Statement

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Brentfield Primary School is a vibrant learning community that puts learning at the heart of everything we do. We nurture children to prepare them for the opportunities and challenges of an unknown, yet exciting future. We instil in the children a sense of belief to enable them to be the creators of their own destiny.

At Brentfield we promote our five BRAVE values throughout everything we do and reward those who go above and beyond through the following:

**B – Belong**

**R – Responsible**

**A – Aspirational**

**V – Value Diversity**

**E – Empowered**

At Brentfield we ask all pupils, staff and visitors to demonstrate 3 qualities. The following qualities act as a minimum expectation for behaviour:

**Ready**

**Safe**

**Kind**

## 2. Aims

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- To build a community that has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.
- To enable children to make good choices and develop resilience.
- To enable pupils to take control over their behaviour and be responsible for the consequences of it.
- To promote community cohesion through improved relationships where bullying, physical threats or abuse and intimidation are not tolerated.
- To ensure that any behaviour which falls short of our high expectations are dealt with consistently, effectively and fairly.

## 3. Legislation and Guidance

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This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

## 4. Roles and Responsibilities

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### The Governing Board

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Ensuring that the school environment encourages positive behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its 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 safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data pertaining to behaviour is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### All staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations including addressing incidents of child-on-child abuse, bullying and the use of prejudice-based and/or discriminatory language based on the protected characteristics under the Equality Act, 2010 (age, disability gender reassignment, race, religion or belief, sex, sexual orientation)

### Parents should:

Have responsibility in supporting the school's policies, strategies and guidelines for behaviour by:

- Encouraging their child to have high standards of behaviour in and out of school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Treat other parents, pupils, staff and visitors of the Brentfield Community with respect
- Support the school in its use of rewards, consequences and take part in any pastoral work (attending meetings)

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

### Pupils should:

- Be ready, safe and kind including when outside of school on trips or when representing the school
- Move quietly around the school – Wonderful Walking
- Treat people and property with respect
- Wear the correct uniform at all times
- Follow the behaviour policy and take responsibility for actions

## 5. School Behaviour Curriculum

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The behaviour curriculum is based on the principles of our BRAVE values and being ready, safe and kind. It is designed to create a culture of respect and responsibility where successful behaviour is celebrated and encouraged.

Pupils are expected to:

- Wear the correct uniform
- Maintain good attendance and punctuality
- Move quietly around the school
- Be ready for learning and allow other to learn
- Show respect to others and property
- Behave in a manner that is safe

High expectations are explicitly taught and reinforced over time.

Relentless Routines		
Wonderful Walking	Lining Up	Mealtime Manners
Wonderful walking means no talking. Hands by our side and walk with pride	Line up in register order. Hands by our side and stand with pride	Please and thank you, quiet voice, walk, stay in seat, clear up

## 6. Recognition and Rewards for Good Behaviour

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We recognise and reward pupils who go “above and beyond” the expected behaviour standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

### Classroom Level:

- House points – given to individuals for behaviour “above and beyond” or for displaying BRAVE values and can be given by any staff member.
- Class Reward – Class target sheet displayed in every class (*appendix 1*), class reward for reaching target and a mention in assembly for those classes who have met their target. (Visual representation can be used for younger years, e.g., Marble Jar). Rewards will be determined by the class teacher.
- Postcard Home – Postcard sent home for exceptional behaviour. - WOW moments! (*Staff to aim to send 3 every half- term*)

### Whole School Level:

- House points – The house with the most points will be announced each week. The winning house will be invited to a House Celebration event each term.
- Friday Treat– Children who have exceeded expectations and consistently gone “above and beyond” in their behaviour or have the most individual house points, get to enjoy a special treat which will be given in class (hot chocolate, cake, pizza slice, milkshake, ice cream etc)
- Certificates - BRAVE certificate for exceeding the BRAVE values. (Certificates to be given by SLT or Headteacher)
- Star of The Week – certificates for the children going “above and beyond” within the classroom, will be presented in class every Friday.

### Playground level:

- Staff will award house points to children who show exceptional behaviour and these will be added to the house points chart.

## House points:

- House points are awarded for behaviour “above and beyond” in class and around the school. Linked to our BRAVE values house points can be awarded where behaviour and attitude to learning has exceeded the expectations. This could be academically, practically, socially or personally. Head teacher awards carry 3 house points.

The aim of house points is to encourage and celebrate individual success, as well as pupils seeing the larger impact of their actions.

All children will be split into 4 houses:

<b>Colour</b>	Yellow	Green	Blue	Red
<b>Name</b>	Farah	Hawkins	Attenborough	Malala

House points are recorded on a house point chart and submitted by teachers each week.

## 7. Managing Behaviour

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When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

For most pupils, a gentle reminder is all that is needed. However, on occasions when it is necessary, steps will be taken to remind pupils of the expected behaviour and the consequences that may follow.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

	Steps	Actions
Class Teacher Intervention	Gentle encouragement, a ‘nudge in the right direction, and refocus exercise.	
	1) Reminder 1	A reminder of the expectations <b>Ready, Safe and Kind</b> . Deescalate and decelerate where reasonable and possible in order to keep things at this stage. <i>(Repeat reminders where necessary for pupils with SEND)</i>
	2) Reminder 2	A clear verbal caution delivered privately where possible, making the pupil aware of the unwanted behaviour and clearly outlining the consequences if they continue.
	3) Reflection in class	A chance for reflection away from others (Thinking space in the classroom or at another table). Speak to the pupil privately and give a final opportunity to engage. Pupil to complete reflection sheet.
	4) Time out in another class / Isolation during break time for reflection	Pupil will be sent to another room within the year group for the remainder of the session. Work must be given to complete. <b>Text 1 sent to parent on the same day. Reflection sheet sent home and returned to school showing signature. Record on CPOMS (Phase Lead and Inclusion Lead alerted)</b>

		<b>Restorative conversation with adult</b>
	5) When there are 2 incidents of time out in two weeks	<p>A meeting with the Pupil, Parent and Teacher.  <b>Text 2 sent to parent. Meeting recorded on CPOMS (Phase Lead and Inclusion Lead alerted)</b></p> <p>Where behaviour is the result of discriminatory attitudes or stereotypes:</p> <ul style="list-style-type: none"> <li>- Pupil will be asked to engage in a restorative conversation with person the comment was directed at</li> <li>- Parent will be notified</li> <li>- Support will be given to educate at personal and/or whole class level</li> <li>- Pupil will be monitored for any reoccurrence</li> <li>- Pupil will be escalated to the appropriate lead if behaviour persists</li> </ul>
Phase Lead Intervention	When there are more than three separate incidents of disruptive or unacceptable behaviour over a period of two weeks:	
	6) Meeting with Phase Lead	<p>A meeting with the Pupil, Teacher, Parent and Phase Lead. Introduce Steps to Success Booklet with set targets. Consequence for persistent disruptive behaviour to be agreed by all. Targets monitored over two weeks.  <b>Text 3 sent to parent. Meeting and targets to be recorded on CPOMS (Inclusion Lead alerted).</b></p>
	7) Review meeting and plan next steps.	<p>A meeting with Pupil, Teacher and Parent, supported by Extended Lead to review progress.  <b>Meeting and targets to be recorded on CPOMS (Inclusion Lead alerted).</b></p>
	8) Referral to School Inclusion Panel	Inclusion lead to raise concerns in Inclusion Meeting and discussion held to discuss next course of action.
	When there is extremely disruptive behaviour (where the class are unable to learn), serious physical/threatening behaviour or a one-off serious incident:	
SLT	9) Panel Meeting	<p>Panel made up of SLT and Inclusion Team. Possible outcomes include:</p> <ul style="list-style-type: none"> <li>• Lunchtime Suspension</li> <li>• Internal Suspension</li> <li>• Suspension</li> <li>• Meeting with Parents</li> <li>• Behaviour Support Plan</li> <li>• Referral to external agency</li> </ul>

*\*All pupils must be given "take up time" in between steps.*

### 5.1 Zero-tolerance approach to bullying, sexual harassment, sexual violence and racism

We recognise the importance of good mental health and social development and encourage our school community to feel empowered and safe to raise concerns. We value the diversity within our school community and challenge views which may negatively impact the well-being of others.

We are committed to being an anti-racist and anti-bullying school. We will ensure that all incidents of racism, bullying, sexual harassment and/or violence are challenged and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis and involve the senior leadership team.

## 5.2 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 public transport on the way to or from school.

## 5.3 Online behaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

## 5.4 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.

## 5.5 Physical restraint/ Positive Handling

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Please refer to our Positive Handling Policy for further information and guidance.

## 5.6 Confiscation and searching

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

### Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will be returned to after discussion with senior leaders and parents/carers.

Items on the banned list include:

- alcohol
- illegal drugs
- stolen items
- knives
- weapons
- cigarettes, tobacco paper, e-cigarettes and vapes
- pornographic images
- anything else perceived to pose a threat to pupils at the school
- fireworks
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).

## Searching a Pupil

Searches in most cases will be carried out by a member of the senior leadership team but may be conducted by a member of staff that headteacher has authorised to do so. A second member of staff will be present when searches take place. The member of staff conducting the search will be of the same sex as the pupil being searched and the co-operation of the pupil will be sought.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or locker.

## Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed.

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **5.7 Safeguarding**

We understand that changes in behaviour may be an indicator that a pupil needs 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 safeguarding policy.

## **5.8 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their SEND?

The school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **5.9 Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher.

## 8. Pupil Support

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We recognise our 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.

Our special educational needs co-ordinator will evaluate a pupil who exhibits behaviours that challenge 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 advisers, an educational psychologist, 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.

We also offer the opportunity for pupils to seek support via our Place2Talk sessions, social skills sessions and regular check-in with members of our Inclusion Team.

Steps will be taken to educate children on how to keep safe but also diminish discriminatory attitudes and stereotypes. Careful thought will be given to how best to support both the target and perpetrator.

## 9. Training

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As part of the induction process, our staff are made aware of our behaviour policy and the needs of the pupils in their class. Emphasis is placed on quality first teaching and implementing strategies to promote good behaviour.

Behaviour management will also form part of continuing professional development.

## 10. Transition

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To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. 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. For pupils transferring to new settings, information on behaviour issues may also be shared.

## 11. Monitoring

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The school will collect data on the following:

- Behavioural incidents, including time out of class
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, families and visitors

If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

## 12. Policy Review

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This policy will be reviewed on an annual cycle and approved by the governing board.

