



**Brunswick House**  
Primary School



## **School Behaviour Policy**

Reviewed and Ratified: May 2019

Next Review: July 2020

By: Strategy

# **BRUNSWICK HOUSE PRIMARY SCHOOL**

## **BEHAVIOUR POLICY**

### **1. The Role of the Governing Body**

The governors must agree a written statement of general principles for an overall behaviour and discipline policy. They should periodically review this statement. The policy will be published for parents on the school website. (*School Information (England) Regulations 2008*).

### **2. What the law says:**

The headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- and which regulate the conduct of pupils.

When deciding what these measures should be, the Headteacher must take account of the governing body's statement of behaviour principles. The Headteacher must have regard to any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display
- continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

The Headteacher must decide the standard of behaviour expected of pupils at the school and must also determine the school rules and any disciplinary penalties for breaking the rules.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

### **3. Statement of Principles**

At Brunswick House Primary School we aim that all the children should be taught effectively and have the opportunity to learn. It is our intention that children should be safe and happy throughout the day.

To enable this to happen, we:

- have high expectations for their own and others' behaviour;
- involve parents in helping children at each stage;
- respect and support each other, demonstrating a responsibility for others;
- show respect for the school environment and equipment;
- consider the safety of everyone;
- help ourselves learn;

- make a positive contribution and recognise the contribution of others;
- feel listened to and listen to others;
- realise the equal value of all and value differences;
- avoid raised voices and aggressive body language;
- treat all in a clear, fair, consistent and calm way;
- expect and help the classroom to be conducive to learning;
- expect the relationship between children, teachers and parents to be one of trust;
- conform to school standards and practices without losing individuality;
- recognise achievements;
- expect good behaviour to be rewarded and poor behaviour to be addressed.

### **Our School Values**

- Respect
- Empathy
- Teamwork
- Honesty
- Self-Belief

We expect all our staff and children to demonstrate and model our school values every day.

### **RRSA Class Charters**

All classes have these displayed. We champion the UNICEF rights of the child and incorporate these into every aspect of school life where appropriate. Our children's behaviour adheres to the fact that every child has a right to an education.

## **4. Our Approach to Rewards**

### **Classroom Approaches:**

- Rewards need to be age appropriate.
- **All** children should benefit from rewards.
- Rewards will be set out in child-friendly language.

Staff use a variety of reward systems, including house points, dojo points, use of awards, stickers etc.

### **School rewards**

- Annual Effort and Achievement Awards/trophies.
- Weekly Celebration assemblies for the sharing of achievements and awards.
- Housepoints
- Respect, Honesty, Self-belief, Teamwork and Empathy medals awarded weekly – as nominated by pupils and staff
- Star of the week
- Smart Award
- Athletics certificates and awards

- Attendance awards

## 5. Strategies for individual pupils

Behaviour and social targets can be set. Targets should be understood by the child, parent and teacher. Targets should be specific, achievable by the child, and for a timed period. Individual target sheets and behaviour plans can be used. Parents are an integral part of this process.

Further support is available through the school's Senior Leadership Team.

Where a child is presenting persistent significant behavioural difficulties, a plan to manage the child's behaviour and bring about improvements will be written. It may also include limiting movement around the school. Relevant staff and agencies may also be involved. The plan will be communicated to all relevant staff.

## 6. How do we manage unacceptable behaviour?

Our priority is to address unacceptable behavioural issues in a consistent way.

Decisions should be considered, fair, reasonable and not made on impulse. Every effort should be made to establish the truth of a situation and a "cooling down" period may be advisable. However, issues should be addressed as soon as possible whilst memories are fresh and evidence available. If possible, discussions should follow lessons rather than impinge upon them. Every effort will be made to maintain safety and retain pupils' access to the curriculum. Sanctions should be appropriate both in terms of frequency and severity. The following could be applied:

All classrooms in Key Stages 1 and 2 have a behaviour ladder with which children are familiar. This is used to provide immediate feedback for children on their behaviour, both positive and developmental. In Early Years Foundation Stage, a visual behaviour system is used.

When poor behaviour is identified sanctions are implemented consistently and fairly in line with the behaviour policy.

- **Verbal warning:** Child/ren are spoken to about their behaviour and an appropriate way forward is agreed. A sanction may be appropriate at this stage. Teachers may draw on the support of their colleagues.
- **Extra work** or repeating unsatisfactory work until it meets the required standard.
- **Missing break time.**
- **Written warning:** The school uses colour-coded letters to denote the level of warning issued.
  - ❖ Blue - A misdemeanour which the teacher feels that the parents need to be informed in writing. It is expected that the parent will acknowledge the receipt of the letter.
  - ❖ Red - An incident has occurred which is serious enough to require a meeting with parents. Alternatively, blue letters have been sent home but behaviour shows little improvement. Staff will need to inform parents if a worrying pattern develops or a specific incident is serious enough. A worrying pattern of behaviour may include repeated bullying, stealing, defiance, tantrums, swearing or disruption of lessons. A serious enough specific incident may include hurting another person sufficiently so they need treatment, name calling related to racism or sexuality, pupils who are found to have made malicious accusations against school staff, damage to school property, leaving the school premises.
- **Communication with Parents:** Parents may be contacted by telephone, letter or through meeting them at the end of the day.
- **Behaviour Plans:** When a child needs support with their behaviour, a behaviour plan may be written in conjunction with parents and relevant school staff/outside agencies.
- In some extreme cases we may use temporary or permanent – **class or school exclusion.**

## **7. Pupils conduct outside the school gates**

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or a misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **8. Partnership with Parents**

Parents have responsibilities which contribute towards the good conduct of their children.

These include ensuring:

- regular attendance and punctuality;
- their child has suitable clothing;
- their child has a suitable breakfast;
- their child has with them any books or equipment they need for their work;
- that home-learning is properly completed on time, with support where necessary.
- Encouraging them to role model the school values

Parents should also encourage their child to participate fully and positively in their day-to-day school work and in the wider life of the school and community.

Parents need to co-operate with the school in matters of discipline and reinforce the school's efforts at home.

Parents are encouraged to keep in contact with the school beyond the formally organised parents' evenings.

**The school staff also have responsibilities towards parents.**

They should provide a welcoming environment for parents.

Good as well as inappropriate behaviour should be drawn to parents' attention.

Staff should respect the difficult role many parents have.

Time should be taken to explain incidents and school procedures.

The school recognises that carers other than a child's natural parents may have parental responsibility e.g. adoptive parents, foster parents, step-parents, guardians, unmarried fathers who have assumed parental responsibility under the Children Act 1989. In the case of a Looked After Child the local authority has parental responsibility.

When a serious incident occurs parents should be notified as soon as possible, given an indication of its relative seriousness and offered an early opportunity to discuss the matter.

Where a child has been a victim of an incident or has experienced an accident in school, staff will use Appendix C to inform the parent, as well as making telephone call home where appropriate.

## **9. Power to use reasonable force**

Brunswick House staff have completed the recognised training for Team Teach techniques. Members of staff have the power to use reasonable force using a trained technique 'Team Teach' to prevent pupils from;

- committing an offence, injuring themselves or others, or damaging property, and to
- maintain good order and discipline in the classroom.

All physical interventions using the Team Teach techniques will be recorded and communicated to parents on the day of the incident in writing. The school uses the Team Teach approved recording book for this purpose.

Staff are advised to enlist the support of colleagues during such times to ensure accuracy of record keeping and to safeguard themselves against allegations from children and/or parents.

## **10. Searching, screening and confiscation**

Members of the school's leadership team (SLT) can search a pupil for any item if the pupil agrees. If a prohibited item is found this can be seized.

Members of the SLT can screen pupils with an additional adult present. If the pupil refuses to be screened the school may refuse to have the pupil on the premises. This decision will be made by the Headteacher or a delegated leader. We do not need to have written consent for a pupil to be searched.

The banned items are knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that a member of staff reasonable suspects has been or is likely to be used to commit an offence or to cause personal injury to or damage to property.

When carrying out a search, the searcher must be the same sex as the pupil and a witness is present. If items are seized the law says what to do with these prohibited items.

The person conducting a search may not require the pupil to remove any clothing other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear; it does include hats, shoes, boots, gloves and scarves.

Member of staff can use such force as is reasonable given the circumstances when conducting a search for any of the banned listed items.

Section 91 of the schools Education and Inspections Act 2006 enables a member of staff to confiscate, retain or dispose of pupils property as a disciplinary penalty, where reasonable to do so.

See Associated Resources

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## **11. General Guidance**

### **Mobile Phones**

In preparation for Secondary Readiness, and to encourage independence, pupils in Year 5 (Summer Term onwards) and Year 6 are allowed, with parental permission, to bring mobile phones into school. All phones must be switched off once entering school grounds. They will be collected by a member of staff and stored securely until the end of the school day. Pupils may only make phone calls whilst on the school premises in exceptional circumstances and with a staff member's permission.

### **Truancy**

These matters are dealt with in a separate policy on attendance and punctuality.

### **Bullying**

In cases of bullying/cyber-bullying, staff must act quickly and carefully, using the appropriate policies and procedures. The school has separate Anti-Bullying and Online Safety Policies.

## **Racial and Sexual Harassment**

These are both forms of bullying. They are a form of violence.

A working definition of racial harassment which is applicable in all forms of harassment is "violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism". (Commission for Racial Equality)

Racist incidents are reported to KCC annually on a dedicated form.

## **Exclusion of a pupil**

Exclusion may be for either a fixed term or permanent. It is the Headteacher's responsibility to decide whether a child should be excluded. Exclusion will only happen in response to a very serious breach, or series of breaches, of the school's Behaviour Policy or where the alternative forms of behaviour management/ support plans have not been effective.

Appendix A – BLUE LETTER



**Brunswick House**  
Primary School

BRUNSWICK HOUSE SCHOOL,  
LEAFY LANE,  
MAIDSTONE,  
KENT.  
ME16 0QQ.

Tel: 01622 752102  
Fax: 01622 675204

[headteacher@brunswick-house.kent.sch.uk](mailto:headteacher@brunswick-house.kent.sch.uk)  
[www.brunswick-house.kent.sch.uk](http://www.brunswick-house.kent.sch.uk)

MRS W SKINNER

Headteacher

Date \_\_\_\_\_

Dear Parents of \_\_\_\_\_ Class \_\_\_\_\_

I am sorry to have to inform you that your child's behaviour in school today was of an unacceptable standard.

This is the \_\_\_\_\_ time that we have written to you this term.

As a consequence, he/she -

\_\_\_\_\_

I am sure you will appreciate that good behaviour is essential so that all of the children are able to learn and play happily here at Brunswick House.

Please speak to your child about the importance of good behaviour and return the slip below so that we know you have received this letter. I appreciate that you may wish to discuss this matter with me directly. Should this be the case please contact the school to arrange a mutually convenient time for us to meet.

Yours sincerely,

\_\_\_\_\_

I acknowledge receipt of your letter informing me about my child's behaviour.

Signed \_\_\_\_\_ Parent/Guardian of: \_\_\_\_\_

PRINT NAME \_\_\_\_\_

*Respect*

*Teamwork*

*Empathy*

*Self-Belief*

*Honesty*





Appendix B – RED LETTER



**Brunswick House**  
Primary School

BRUNSWICK HOUSE SCHOOL,  
LEAFY LANE,  
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Tel: 01622 752102

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MRS W SKINNER  
Headteacher

Date \_\_\_\_\_

Dear Parents of \_\_\_\_\_ Class \_\_\_\_\_

I am sorry to have to inform you that your child’s behaviour in school today was of an unacceptable standard.

I would like to arrange a meeting with you to discuss this and agree ways forward to support improvements

Please complete the slip below to acknowledge receipt of this letter and to confirm that you will attend our

meeting on \_\_\_\_\_ at \_\_\_\_\_.

Yours sincerely,

I acknowledge receipt of your letter informing me about my child’s behaviour and confirm our meeting on

on \_\_\_\_\_ at \_\_\_\_\_.

Signed \_\_\_\_\_ Parent/Guardian of: \_\_\_\_\_

PRINT NAME \_\_\_\_\_

*Respect*

*Teamwork*

*Empathy*

*Self-Belief*

*Honesty*



**Appendix C**

**ACCIDENT / INCIDENT FORM**

Dear Parent of: \_\_\_\_\_

This is to confirm in writing, that your child received an injury in school today.

Summary of Incident

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Date of injury: \_\_\_\_\_ Time of injury:

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Type of Injury

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First Aid details

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No First Aid was required

We contacted you by phone  A message was left

We advised you to seek further medical advice

A meeting has been arranged to discuss this further

Meeting date/Time

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Staff Name:

Position in school:

Signed: