

# Behaviour for Learning Policy



## Brunswick Park Primary School

Please read with reference to the Governors' Behaviour and Discipline Principles Statement (p13) and in conjunction with policies for Teaching and Learning, Anti-Bullying, Safeguarding, SEND and Attendance

### **Glossary:**

**Fixed-term exclusion (term used in DfE publication 1 September 2017 and still in use with updates) replaced by 'suspension' in March 2021; both terms now in use**

**From March 2021, the DfE replaced the term 'permanent exclusion' with 'expulsion'. It reverted to 'permanent exclusion' in June 2021.**

School leaders take seriously their duty of care towards pupils, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by school leaders. This policy is focused on these two considerations; the first being paramount:

1. The welfare of the children in our care;
2. The welfare and protection of the adults who look after them.

## **1 Aims and expectations**

### **1.1**

In order to learn effectively and thrive socially, every member of the school community should feel valued and respected, and each person should be treated fairly and well. Brunswick Park is a caring community; our values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to encourage ways in which all members of the school community can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, and provide consistent opportunities for children to learn from mistakes through a restorative approach.

Most children want to please and to do well in school, and they normally respond to adults who are caring and consistent in their interactions. Some children, however, may have additional needs and challenges that make them unable to settle into the school situation easily. They need patience, support, and to be treated consistently by all the adults they meet in school.

Although class teachers, as the people who have the closest relationship with children, should be informed when a child's behaviour is disruptive, it is the responsibility of every adult to encourage children to behave with consideration for other people. If class teachers have concerns about a child's behaviour, they should tell the head teacher or deputy, who may arrange a meeting with parents. Social services, family early help, the educational psychologist or other outside agencies may become involved.

### **1.2**

The school has a number of rules, called the High Five, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and build the cultural capital to contribute positively to society. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We aim to develop children who





1. are able to fulfil their potential, both academically and socially;
2. have healthy self-esteem;
3. show respect for their peers and their opinions, work, attitudes, beliefs and cultures, regardless of race, sex, class and any disabilities or protected characteristics;
4. show respect for people in authority, linked to an understanding of the need for rules, and a willingness to abide by and accept these rules and act upon them;
5. can express themselves through language, movement, music, creative activities and imaginative play.
6. show respect for the school's and individuals' property;
7. have a positive attitude and motivation to learn, and pride in the quality of their work;
8. have a feeling of community spirit at school, showing loyalty, care and the ability to share and co-operate;
9. can operate independently, according to a learned set of rules.



### **THE HIGH FIVE**



1. **Follow instructions from an adult the first time:**  
Courtesy and co-operation

2.  **Treat others as you would like to be treated:**  
Respect
3.  **Move around the school sensibly and safely:**  
Care
4.  **Look after everyone's belongings and equipment:**  
Consideration
5.  **Be a positive role model:**  
Commitment

### 1.3

The school expects every member of the school community to behave with consideration towards others.

### 1.4

We treat all children fairly and apply this behaviour policy in a consistent way.

### 1.5

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community and of society. It aims to support children's smooth transfer to secondary education.

### 1.6

The school rewards good behaviour, as staff believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## 2 Good Behaviour: a positive and restorative approach

Models of good behaviour are encouraged using a positive approach without drawing attention to negative aspects of social behaviour where possible. All staff members are expected to follow the PIP and RIP approach when supporting children:

**P** Praise

**I** In

**P** Public

**R** Reprimand

**I** In

**P** Private

When praise is given the aim is to be specific so children can act upon the feedback. Whilst there will be occasions when it is impossible to give a positive response, unhelpful criticism is guarded against. Staff focus on a child's primary behaviour, not the subsequent, secondary behaviour. Children need clear behavioural boundaries to feel secure. When boundaries are overstepped, children are told firmly that their behaviour is unacceptable and given the opportunity to change it. Staff are regulated and do this calmly.

## 2.1: Individual

We praise and reward children for good behaviour in a variety of ways. In the EYFS, children are taught the school expectations and supported to meet them in an age-appropriate way in conjunction with parents and carers.

For children in Years 1-6, individual children's good behaviour is rewarded using an electronic system called Track-it Lights. Children are awarded green points for good behaviour such as working hard, lining up sensibly or being helpful. They can be awarded green points anywhere in the school, either in classrooms on the electronic Track-it Lights System or outside classrooms with green plastic tokens. The five children per half term who earn the most green Track-it Lights points in addition to being given the fewest number of yellow Track-it Lights points will visit the Track-it Lights Shop for a prize during a special assembly. Our maximum class size is 30, and there are 30 prizes per class available per year. In EYFS Reception, Track-it Lights is used to reward good behaviour during carpet sessions only.

For children who are motivated differently, and for those for whom gaining enough green points to win a prize from the Track-it Lights Shop is unrealistic, staff award Special Mention slips. Teachers use these to inform parents about special acts of kindness and co-operation and achievements that are brought about as a result of making good choices that influence and improve behaviour for learning. There are 2 prizes from the Track-it Lights Shop available per half term for children with Special Mentions.

**A SPECIAL MENTION**

Good Choices Achievement for Kindness Co-operation

for \_\_\_\_\_ on \_\_\_\_\_

for \_\_\_\_\_

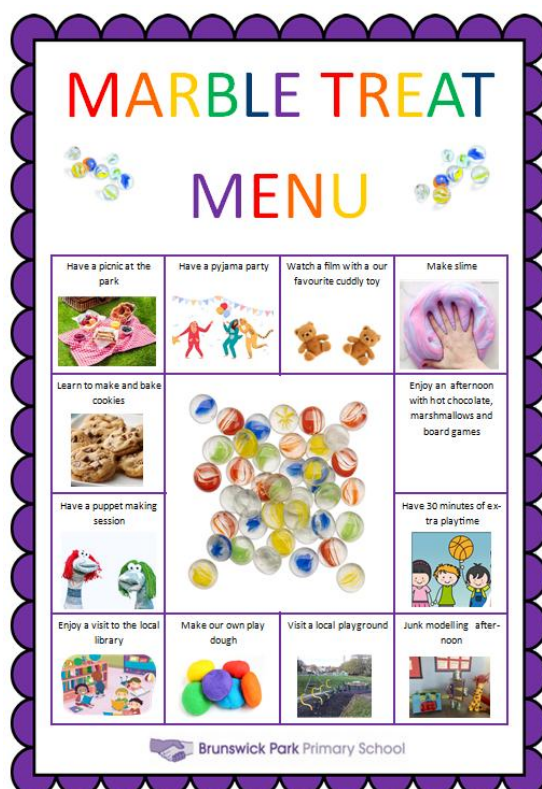
SENIOR LEADER  STAFF NAME

Purple Slips are awarded to children whose behaviour for learning is exceptional, who have put exceptional effort into their work or completed work to an exceptionally high standard in relation to their age, developmental stage and ability. They are sent to the Head Teacher, or if s/he is unavailable, a member of the Senior Leadership Team, who will discuss their performance and achievement and congratulate them. Head Teacher's Award stickers are used.



## 2:2: Class and group

So children experience and enjoy the feelings of success associated with working as an effective team, we use a reward system using a marble jar, to which the teacher will add one marble every time the whole class is behaving well. Once the jar is filled with marbles, the class will be allowed to choose a treat from its Marble Treat Menu. Marble Treats will take place approximately once every half term, and could include a trip to the park, a craft activity such as making slime, baking or a movie afternoon with popcorn. The children devise their own class Marble Treat Menu with their teacher, so the rewards are meaningful to them (see example below). Parents are informed when classes win their Marble Treats. The treats are not linked to the curriculum; children do not have to earn educational visits as they are all entitled to these. It is expected that class Marble Jars should be filled 6 times per academic year, so children can expect 6 corresponding marble treats.



## 2.3: Pupils with complex SEND and additional needs

Pupils with specific behaviour plans, including pupils in the Resource Base, may use additional reward systems including the 'Let's Make a Deal' and the 'Now and Next' approaches. The choice of rewards and frequency of rewards given will be tailored to individual pupils in order to meet individual needs. The Assistant Head Teacher (Inclusion, Pastoral and Welfare) advises staff regarding the implementation of these reward systems.

## 3 Sanctions

### 3.1

We expect children to listen carefully to instructions at all times and to try their best in all activities. If children choose not to, a number of sanctions are employed progressively. Children are warned about their behaviour and its consequences at each stage, and are given the opportunity to improve it through a restorative approach:

**Stage One:** Those pupils who do not follow our High Five rules and the behaviour expectations of their teachers are, in the first instance, given a verbal warning about their behaviour and the opportunity to improve it.

**Stage Two:** If the behaviour does not improve, pupils are given an Orange Track-it Light Point, with the opportunity to improve their behaviour to convert it to Green.

**Stage Three:** If their poor behaviour continues, they will be given a Yellow Track-It Light Point and asked to move to the Reflection Zone, a quiet area in their classroom, to reflect on their behaviour. The time spent in the Reflection Zone is between two and ten minutes, depending on the age and needs of the child. If there is insufficient space in the classroom or if it is deemed necessary, children may complete their reflection time in their partner class's Reflection Zone. During reflection time, children will complete a reflection form that encourages them to consider their behavioural choices and what they should do differently to make them better after returning to their tables/classroom.

If a child's behaviour means that s/he is given a Yellow Track-It Light Point, parents will be informed verbally either in person or by telephone. Parents will be told what has happened and will be asked to support their child and the school by reminding the child of the behaviour expectations.

**Stage Four:** If following a period of reflection there is no improvement in a child's behaviour, s/he will be given a Red Track-it Light Point and sent to the Phase Leader or Assistant Head Teacher. Parents will be informed in writing and may be invited to a meeting with a leader and the class teacher to discuss behaviour strategies and future sanctions. If there is no improvement in behaviour the Deputy Head Teacher will meet with parents. Finally, the matter will be referred to the Head Teacher.



Brunswick Park Behaviour Ladder

| Actions                                                                                                                                                                                                                                                                          | Consequences                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Following instructions</li> <li>Being kind and helpful</li> <li>Working hard</li> <li>Being a good role model</li> <li>Presenting work well</li> <li>Lining up and moving around school sensibly</li> </ul>                               | <ul style="list-style-type: none"> <li>Green Trackit Light point</li> <li>Marble</li> <li>Green tokens</li> <li>Parent verbally informed</li> <li>Trackit Light prizes</li> <li>Showing work to SLT, stickers</li> </ul>                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Not following instructions</li> <li>Distracting others</li> <li>Not being on task</li> <li>Calling out</li> <li>Swearing, name calling or discriminatory language</li> <li>Hurting other children</li> </ul>                              | <ul style="list-style-type: none"> <li>Orange Trackit light point</li> <li>Verbal reminder from teacher</li> </ul>                                                                                                                                                                                                                                                               |
| Continuing orange behaviour: <ul style="list-style-type: none"> <li>Not following instructions</li> <li>Distracting others</li> <li>Not being on task</li> <li>Calling out</li> <li>Swearing, name calling or discriminatory language</li> <li>Hurting other children</li> </ul> | <ul style="list-style-type: none"> <li>Yellow Trackit Light point</li> <li>Time out in Reflection Zone or partner class's Reflection Zone</li> <li>Complete reflection sheet</li> <li>Parents verbally informed</li> </ul>                                                                                                                                                       |
| Continuing Orange/Yellow Behaviours, or <ul style="list-style-type: none"> <li>Damaging property</li> <li>Aggressive behaviour</li> <li>Dangerous behaviour</li> <li>Hurting adults</li> <li>Leaving the classroom without permission</li> </ul>                                 | <ul style="list-style-type: none"> <li>Red Trackit Light point</li> <li>Time out in Phase Leader's class's Reflection Zone</li> <li>Complete reflection sheet</li> <li>Miss playtime</li> <li>Parents informed in writing</li> <li>Internal exclusion</li> <li>External exclusion</li> <li>If children get 3 Red Trackit Light Points they miss the next marble treat</li> </ul> |

### 3.2

Very serious incidents of misbehaviour (e.g. fighting, racism, bullying) will be directed towards a Senior Leader in the first instance and a Red Track-it Light Point given. Parents will be informed and a meeting arranged to discuss the incident and possible sanctions, which may include exclusion.

### 3.3

Any pupil who misbehaves or chooses not to follow the High Five rules can expect to lose certain privileges as a form of sanction. Possible sanctions include loss of playtime or lunchtime, being withdrawn from class or being withdrawn from a club or event not essential to the curriculum. If children receive 3 or more red Track-it Light points in half a term, their Marble Treat is withdrawn and parents are informed.

### 3.3

A Pastoral Support Programme or Behaviour Plan may be set up for those children who receive Red Track-it Light points frequently. Parents will attend a meeting with a member of the Leadership Team, Learning Mentor and Class Teacher to set targets that will be reviewed every 2-4 weeks. Fixed term exclusions/suspensions are used for more serious incidents or persistent breaking of the school rules.

## 4 Positive Handling

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent injury to a child or adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Staff are trained to look after the pupils in their care. Staff have a duty to intervene to prevent pupils from hurting themselves and/or others, or when a child seriously disrupts good order in the school or causes damage to property. If a member of staff needs to intervene physically, they will follow the guidance laid out in this policy.

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DoH 2002). A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Head Teacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline. Staff should ensure that any actions they take are reasonable, proportionate and absolutely necessary.

If a child is restrained it is the responsibility of all staff involved to complete a Physical Restraint form as soon as possible after the incident. This is handed to the Leadership Team and discussed, before being recorded. The School Office is notified so a text can be sent to parents informing them that their child has been restrained and suggesting that they come in after school to discuss it.

Physical Intervention Record Sheets are kept in the Staffroom Kitchen and the AHT Inclusion, Pastoral and Welfare's Office. Completed sheets are given to the AHT Inclusion, Pastoral and Welfare and then the Head Teacher, who ensures incidents are reviewed and action taken if necessary. Completed sheets are kept in the Head Teacher's Office. The incident record is open to external monitoring and evaluation.



All physical interventions are conducted within a framework of positive behaviour management. Staff use a preventative approach to risk reduction involving looking for early warning signs, learning and communicating any factors which may influence poor behaviour and taking steps to divert behaviours leading towards foreseeable risk. If problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

#### 4.1 - Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can take the following action to reduce risk. Staff can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason;
- Give clear directions for pupils to stop;
- Remind them about rules and likely outcomes;
- Remove an audience or take vulnerable pupils to a safer place;
- Make the environment safer by moving furniture and removing objects, which could be used as weapons;
- Ensure that colleagues know what is happening and get help.

#### 4.2 Training – Positive Handling Academy (School Staff Safety Training)

Teachers and anyone authorised by the Head Teacher who is expected to use planned physical techniques should be trained. Positive handling training is provided by qualified instructors in accordance with rigorous guidelines.

Staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of SSST Positive Handling to complement the behaviour management approaches and strategies reflected in this policy. Further details of SSST Positive Handling can be found on the School Staff Safety Training website (<https://schoolstafftraining.co.uk/>).

#### 4.3 The Principle of Last Resort

Physical restraint is used when there is no realistic alternative:

*“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future.”* DEPARTMENT OF HEALTH – 1997 – “THE CONTROL OF CHILDREN IN THE PUBLIC CARE: INTERPRETATION OF THE CHILDREN ACT 1989”

Dynamic risk assessments are used to choose the safest alternative. Outcomes are incorporated into children’s Behaviour Plans.

It is reasonable to use physical controls to prevent extreme behaviour from becoming dangerous if their use is an agreed part of a child’s Behaviour Plan, for example where a pupil has shown ritual patterns of behaviour. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk. Any response to extreme behaviour should be reasonable and proportionate. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

#### 4.4 Health and Safety

If dangerous behaviour presents a significant risk of injury to people, a legal Health and Safety issue arises. Dangerous behaviour is regarded as seriously as dangerous equipment; therefore it is reported to the Head Teacher as the person responsible for Health and Safety in the school. There is shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. It is not possible to remove risk entirely, despite making the best efforts to act appropriately. In these circumstances risks are balanced and the course of action chosen that involves least risk.



To comply with health and safety legislation, employees have a responsibility to ensure they are conversant with school policy and guidance, to co-operate to make the school safer and participate in training when directed.

#### 4.5 Search and Screen

In accordance with section 89 Education and Inspections Act 2006, the school may search a pupil if there are reasonable grounds that s/he has brought in a prohibited item. Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property;
- any item which a school policy specifies as banned and able to be searched for.

With the approval of the Leadership Team school staff can search pupils with their consent for any item. The consent does not have to be in writing. If a member of staff suspects that a pupil has a prohibited item and the pupil refuses to agree to be searched then the school can punish the pupil in accordance with their school behaviour policy. See <https://childlawadvice.org.uk/information-pages/school-powers-to-search-and-screen-pupils/> for further information.

#### **ADDENDUM APRIL 2022:**

*In March 2022, the case of Child Q came to light, in which a secondary-aged pupil was strip-searched without parental consent at school. The resulting Safeguarding Practice Review report highlights the need to put safeguarding at the centre of a school's approach to handling searches for prohibited items.*

***Brunswick Park Primary School keeps children's safety at the heart of its practice.***

#### 4.6 Risk Assessment

Dynamic risk assessments are a routine part of life for staff working with pupils who may exhibit extreme behaviour. Staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else. If the chance of injury is increased, physical controls should not be used.

#### 4.7 Behaviour Plans

Risk management is integral to behaviour management planning. Pupils who present risk should have a Behaviour Plan resulting from multi-professional collaboration, taking into account age, sex, level of physical, emotional and intellectual development, special need and social context. The plan details strategies that have been found to be effective for that individual, along with any particular responses that are not recommended. Behaviour Plans should be considered alongside EHCPs and any other planning documents relating to the pupil. They are reviewed following incidents.

#### 4.8 Responding to Unforeseen Emergencies

It is not possible for planning systems to cover every eventuality. Unforeseen or emergency situations will arise during which staff need to make decisions rapidly. Key principles of decision making are that any intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

When a physical intervention is made there should be a verbal warning. Where possible, staff should attempt to use diversion or diffusion in preference to physical interventions.

## **5 The Role of the Class Teacher**

### **5.1**

It is the responsibility of the class teacher to ensure that the High Five rules are enforced in their class, and that their class behaves responsibly during lesson time and when supervised by him/her around the school.

### **5.2**

The class teachers in our school have high expectations of the children in terms of behaviour and conduct, and they strive to ensure that all children work to the best of their ability.

### **5.3**

The class teacher treats each child fairly and enforces the High Five consistently. The teacher treats all children in their class with respect and understanding. Adults in school are calm and regulated and model calm regulation to children.

### **5.4**

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents using Track-it Lights. In the first instance, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher will seek support and advice from colleagues including the Inclusion Team and Senior Leaders.

### **5.5**

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the school's Inclusion Team or the Local Authority's Education Inclusion Team.

### **5.6**

The class teacher reports to parents about the progress of each child in their class, in line with school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **6 The Role of the Head Teacher**

### **6.1**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

### **6.2**

The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

### **6.3**

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

#### 6.4

The Head Teacher has the responsibility for giving fixed-term exclusions/suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may exclude a child permanently.

### **7 The Role of Parents**

#### 7.1

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Parents sign a Home-School Agreement and are expected to uphold it.

#### 7.2

We explain the school rules in the school prospectus and newsletters, and we expect parents to read these and support them.

#### 7.3

We expect parents to support their children's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

#### 7.4

If the school has to use reasonable sanctions to address poor behaviour, parents should support the actions of the school in accordance with the Home-School Agreement. If parents have any concern about the way that their child has been treated, they should contact the class teacher initially. If the concern remains, they should contact the Head Teacher so the matter can be investigated. If these discussions cannot resolve the problem, the Complaints Procedure can be instigated.

### **8 The Role of the Governing Body**

#### 8.1

Governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in keeping to these guidelines.

8.2 The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### **9 Fixed-term Suspension/Exclusions and Permanent Exclusions**

#### 9.1

The Head Teacher has the power to exclude a pupil from school, and in his/her absence delegates this responsibility to the Deputy Head Teacher and members of the Senior Leadership Team. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion/suspension into a permanent exclusion, if the circumstances warrant this.

#### 9.2

If the Head Teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to Governing Body via the Clerk to the Governors. The school informs the parents how to make any such appeal.

### 9.3

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions/suspensions beyond five days in any one term.

### 9.4

The Governing Body itself cannot either exclude a pupil or extend the exclusion/suspension period made by the Head Teacher.

### 9.5

The Governing Body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion/suspension appeals and acts in accordance with regulations, including consideration of the exclusion's circumstances and any representation.

### 9.6

The Head Teacher is expected to comply with the appeal panel's findings.

## **10 Monitoring**

### 10.1

The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

### 10.2

From Year 1 pupil Behaviour is monitored using Track-it Lights. Play Leaders and Midday Meals Supervisors monitor behaviour at lunchtime using tokens that are fed into the Track-it Lights system. The Assistant Head Teacher (Inclusion, Welfare and Attendance) analyses data on a half termly basis to identify any patterns or trends in pupils' behaviour.

10.3 The Head Teacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

10.4 It is the responsibility of the Governing Body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.



## Brunswick Park Code of Conduct for Parents and Carers

As OFSTED recognised, we have good relationships with our parents and carers, and we expect everybody to behave courteously to each other and set a good example to the children. Inevitably, there are occasions where parents may be unhappy or upset about something that may have occurred in school, and want to discuss it.

In most cases, complainants are helpful, polite and patient, and they give us time to sort out whatever has happened so that everyone has been listened to and the problem is resolved. However, the behaviour of a minority of complainants can make investigating and resolving a complaint difficult, or they may behave in a way that is unacceptable or inappropriate.

We will never tolerate violence or abuse towards any member of staff. This may include behaviour or language (verbal, non-verbal or written) that may cause staff to feel afraid, threatened or abused; and it may include threats, personal verbal abuse, derogatory remarks and rudeness.

In these instances, parents will be asked to desist from the behaviour, and/or leave the premises. In instances where parents refuse to leave when asked and their behaviour is still causing distress, the police may be called.

The Head Teacher, Chair of Governors or Local Authority Director of Education may, in certain circumstances, impose a ban in writing on that person until they have had a meeting and taken responsibility for the impact of their behaviour. This is essential to protect staff and allow them to do their jobs, as well as protecting your children from witnessing inappropriate behaviour by adults.

Parents and carers may also not approach any children in the school to investigate a problem, as this may result in you receiving a warning letter, a final warning or potentially even a ban from the site by the Head Teacher, Chair of Governors or Local Authority Director of Education. Please let us know what facts you have, and we will thoroughly investigate your concerns and let you know the outcome. Parents and carers may also not question staff about sanctions that may have been put in place by the Head Teacher, as this will be seen as intimidation or harassment of staff.

If you are unhappy with the way your complaint has been dealt with, our complaints policy is available on the School Website and from the School Office. However, we hope you will work productively with us to overcome any problems, and life will be happy for everyone. We are eminently human; taking the time to say thank you to us when we get it right goes a very long way!

Learning for living through respect, support and challenge

## **GOVERNORS' PRINCIPLES STATEMENT: BEHAVIOUR & DISCIPLINE**

The Governors believe that for effective learning and wholehearted support for the school, there needs to be a strong consensus between parents, pupils and staff on what constitutes acceptable behaviour and fair discipline. The Governors have issued the following statement setting out what they think each pupil, parent and teacher has a right to expect and what it is reasonable to expect of them in return.

As Governors we recognise the rights and responsibilities of all pupils, parents and staff. We therefore expect all pupils, parents and staff to show due respect and courtesy to one another. In particular we believe that **pupils are entitled to:**

- Work and play in a secure environment, without fear or disruption
- Receive praise and recognition for their efforts and achievements
- Be respected as individuals
- Be subject to discipline that is fair, consistent and explicit in its expectations
- Receive understanding and support to help them meet the school's expectations

**Parents are entitled to:**

- Be respected as partners in the education of their child
- Be consulted at an early stage if their child is causing concern
- Receive clear information about all aspects of their child's progress
- Receive clear information about how to approach the school if they are concerned
- Receive clear information about their rights when any formal disciplinary measures are taken

**Staff are entitled to:**

- Work in a secure environment without fear or disruption
- Expect pupils to comply with reasonable instructions, given that staff have legal responsibility for the safety of all children in their care
- Receive support in their efforts to maintain the good conduct of the school and efficient learning

Pupils, parents and staff are all responsible for ensuring that others have the same rights as they do.

Responsibility for discipline in the school rests primarily with the Head Teacher, subject to the statement on discipline from the Governing Body. The Governors are called upon from time to time to consider whether particular disciplinary action is appropriate where a dispute arises. While we shall try always to respect the individuality of pupils, parents and staff, the school is a community and there are times when the greater good of the whole school and the community must take priority.

The Governors do not wish to draw up an exclusive list of prescribed behaviour and sanctions. We expect fair and reasonable behaviour and the full circumstances of each case to be properly considered. But we wish to make it clear that in exercising our functions, the Governors will regard the following as unacceptable behaviour at Brunswick Park:

- Any action inconsistent with school policies
- Any form of violence, bullying or intimidation
- Racist or abusive language
- Bringing to school any inappropriate item
- Action outside of school that brings the school into disrepute
- Influencing pupils to participate in unacceptable behaviour

We believe that good order and mutual respect between pupils, parents and staff will be promoted where expectations are made clear and are widely accepted.