

Behaviour for Learning Policy



Brunswick Park Primary School

Please read with reference to the Governors' Behaviour and Discipline Principles Statement (p10) 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; however, most recent guidance (2026) uses 'suspension' for fixed-term exclusion and 'permanent exclusion' consistently.

1. Aims and expectations

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

1.1 In order to learn effectively and thrive socially, every member of the school community should feel valued, and each person should be treated fairly. Brunswick Park's values are built on trust and mutual respect for all. The school's behaviour for learning policy is designed 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.

1.2 The school has rules, called the High Five, but the primary aim of the behaviour policy is not to promote a system to enforce rules; it is to promote the establishment and maintenance of 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.

We aim to develop children who:

- can fulfil their academic and social potential;
- have healthy self-esteem;
- can express themselves through language, movement, music, creative activities and imaginative play;
- have a positive attitude and motivation to learn and take pride in the quality of their work;
- show respect for the school's and individuals' property;
- show respect for their peers and their opinions, work, attitudes, beliefs and cultures, regardless of race, sex, class and any disabilities or protected characteristics;
- 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;
- can operate independently, according to a learned set of rules.

The High Five

These rules are designed to promote good behaviour and are displayed prominently around the school:

- 1. Follow instructions from an adult the first time.**
- 2. Treat others as you would like to be treated.**
- 3. Move around the school sensibly and safely.**
- 4. Look after everyone's belongings and equipment.**
- 5. Be a positive role model.**

1.3 The school expects every member of the school community – children, staff, parents and visitors – to behave with consideration towards others.

1.4 We treat all children fairly and apply this behaviour policy consistently. 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.

1.5 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 Approach

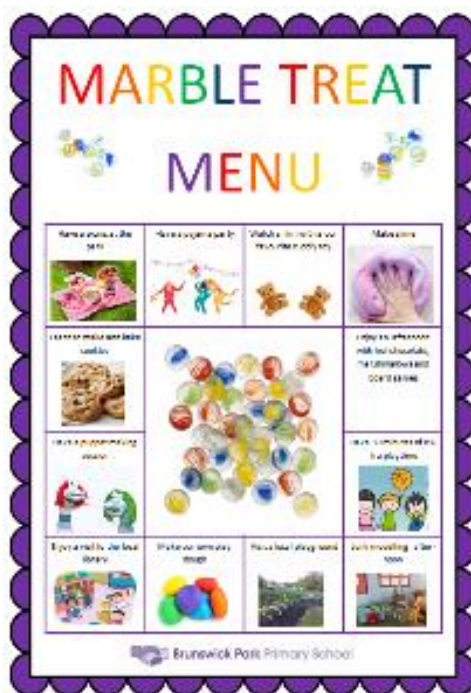
Good behaviour is encouraged using a positive approach and positive language. Staff are expected to praise good behaviour and remind children of expected behaviour in a positive way. For example, instead of saying, “No running,” staff should say, “Please walk,” or, “You need to walk.” Children need clear behavioural boundaries to feel secure. When boundaries are not respected, children are told firmly that their behaviour is unacceptable, reminded of the expectations, and given the opportunity to improve their behaviour. Staff are regulated and do this calmly.

2.1 Individual Rewards

We praise and reward children for good behaviour in a variety of ways:

- Track-it Lights – green points are given to individual children for good learning behaviour. Orange, yellow and red points are given when children are not showing good learning behaviour, to remind them of the expectations. Once a child has stopped behaving incorrectly, the teacher should give them a green point as soon as is practically possible.
- Green tokens – these are given to children who show good behaviour outside classrooms, where the Track-it Lights platform is not available. Children give these to their teacher, who enters them on to the Track-it Lights platform.
- Purple tokens – these are given to children who demonstrate good behaviour and play skills on the playground. Children give these to their teacher, who enters them on to the Track-it Lights platform.
- Purple Slips and Special Mentions – these 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 a member of the Senior Leadership Team, who will discuss their performance and achievement and congratulate them.

2:2 Class Rewards



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 adds one marble every time the whole class is behaving well. Once the jar is filled with marbles, the class is allowed to choose a treat from its Marble Treat Menu. Marble Treats 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). Parents are informed when classes win their Marble Treats. The treats are not linked to the curriculum.

2.3 Pupils with complex SEND and additional needs

Although we expect all children at Brunswick Park to behave well, we recognise that some children may need extra support to follow the High Five. This support could include a personalised behaviour plan, visual reminders or individual behaviour targets. If the class teacher feels additional support is necessary to help a child to behave well, they will discuss this with the Inclusion Team, who will provide support to develop a behaviour plan. Behaviour plans are shared with parents.

3. Sanctions

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

Stage One: Those pupils who do not follow our High Five rules and their teachers' expectations of behaviour are 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 in a partner 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 a member of SLT. 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.

3.2 Any pupil who misbehaves or chooses not to follow our 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. Persistent disruption of lessons or very serious incidents of misbehaviour (e.g. fighting, racism, bullying) will be directed towards a Senior Leader 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 internal or external exclusion.

4. Positive Handling

4.1 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, the duty to record and report under section 93A of the Education and Inspections Act 2006 and subsequent DfE advice 'Use of Reasonable Force' (July 2013, in use until 31 March 2026) and DfE guidance 'Restrictive interventions, including use of reasonable force, in schools' (in use from April 2026).

Teachers in our school do not hit, push or slap children. Staff only use restrictive intervention 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 use of reasonable force, including restrictive intervention.

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 use restrictive intervention, they will follow the guidance laid out in this policy with due consideration for pupils' welfare.

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 restrictive intervention and/or reasonable force to keep a pupil safe. 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 and Restrictive interventions, including use of reasonable force, in schools (Guidance for schools in England April 2026) describe the circumstances in which teachers and others authorised by the Head Teacher may use restrictive interventions including 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 restrictive intervention used it is the responsibility of all staff involved to complete a Restrictive Intervention form as soon as possible after the incident. This is handed to the Inclusion Team and discussed, before being recorded. Parents will be informed as soon as possible if a member of staff uses restrictive intervention. Completed sheets are kept in the Head Teacher's Office. The incident record is open to external monitoring and evaluation.

All restrictive interventions are conducted within a framework of positive behaviour management. Staff use a preventative approach to risk reduction – de-escalation – 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.

4.2 Alternatives to Restrictive Intervention

A member of staff who chooses not to make a restrictive 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.

4.3 Training – Positive Handling Academy (School Staff Safety Training)

Teachers and anyone authorised by the Head Teacher who is expected to use planned restrictive intervention 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/>).

4.4 The Principle of Last Resort

Restrictive intervention 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" and Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England (DfE Guidance April 2026) informed by the principal legislation in

- the Education and Inspections Act 2006, especially sections 93 and 93A
- the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- the Health and Safety at Work etc. Act 1974 and associated regulations
- the Human Rights Act 1998
- the Equality Act 2010

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

It is reasonable to use restrictive intervention to prevent extreme behaviour from becoming dangerous if its use is an agreed part of a child's Behaviour Support Plan. 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.

4.5 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.

4.6 Search and Screen

In accordance with section 89 Education and Inspections Act 2006 and current Guidance, 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. Searching, Screening and Confiscation in Schools Guidance (DfE 2022) is used in the development of this policy.
Brunswick Park Primary School keeps children's safety at the heart of its practice.

4.7 Risk Assessment

Dynamic risk assessments are a routine part of life for staff working with pupils who may exhibit challenging 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, restrictive intervention should not be used.

4.8 Behaviour Support Plans

Risk management is integral to behaviour management planning. Pupils who present risk should have a Behaviour Support 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 Support Plans should be considered alongside EHCPs and any other planning documents relating to the pupil. They are reviewed following incidents.

4.9 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 restrictive intervention is made there should be a verbal warning. Where possible, staff should attempt to use diversion or diffusion in preference to restrictive 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 in a 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 and subsequent legislation and guidance, 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 on the school website, in the Home-School Agreement 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 for learning 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 if they are acting in the role of Head Teacher. The Head Teacher may suspend 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 suspends/excludes a pupil, s/he informs the parents immediately, giving reasons for the suspension/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 suspensions beyond five days in any one term. All suspensions are reported to the LA, and to the Governing Body via the termly Head Teacher's report.

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

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



Brunswick Park Primary School

Code of Conduct for Parents and Carers

Over time, Ofsted has recognised the good relationships we have with our parents and carers, and we expect everybody to set a good example to the children through behaving courteously to each other. Inevitably, there are occasions when 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 investigate and consider what has happened so that everyone has been listened to, heard and the problem resolved. However, the behaviour of a minority of complainants can make investigating and resolving an issue 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 verbal or written language 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 or carers refuse to leave when asked when their behaviour is causing distress, the police may be called.

In certain circumstances the Chair of Governors will impose a 'cooling off period' in writing, during which time a parent or carer is not permitted on school premises until they have had a meeting and taken responsibility for the impact of their behaviour. This period of time is subject to extension should the parent or carer not engage with the process. This is essential to protect staff and allow them to do their jobs, as well as to protect your children from witnessing inappropriate behaviour by adults.

Parents and carers may not approach other parents, carers or any children to investigate a problem. This is the school's responsibility. Doing this may result in you receiving a warning letter or a 'cooling off period' in writing from the Chair of Governors refusing you permission to enter the premises. Please let us know what facts you have, and we will investigate your concerns thoroughly and let you know the outcome. Parents and carers may not question staff about sanctions that may have been put in place by the Head Teacher or Senior Leaders. This prevents them from doing their jobs and will be seen as intimidation or harassment of staff.

If you are unhappy about the way an issue you have brought to the school's attention has been managed, our Complaints Policy is available on the school website www.brunswickparkprimary.co.uk and in hard copy 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 all eminently human; taking the time to say thank you to us when we get it right goes a long way.

Learning for living through respect, support and challenge

GOVERNORS' PRINCIPLES STATEMENT: BEHAVIOUR AND 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.