

BRABYNS PREPARATORY SCHOOL



Behaviour Policy

This policy applies all pupils in the school, including those in the EYFS

bellevue

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Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the National Minimum Standards for boarding and the requirements of the EYFS Framework 2017, as well as Keeping Children Safe in Education 2024, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2020, the OFSTED Review of sexual abuse in schools and colleges (June 2021).

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances (from DfE guidance, January 2016)

- 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 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.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance “Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies”.

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Weekly pastoral communication across the staff body
- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh”.

Supporting Appropriate Behaviour; Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy, along with the Equal Opportunities Policy recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harassment are not tolerated.

As part of this process schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanctions that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy (p9).

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Aims of a positive behaviour approach at Brabyns Prep School

- To develop a consistent and clear school behaviour policy supported and followed by the whole community; parents, teachers, support staff and children.
- To apply positive behaviour strategies to enhance our caring family atmosphere in which teaching and learning takes place in a safe and happy environment.

- To ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and values.
- To display school rules in every class and discuss them in lessons/assemblies each term.
- To teach through the curriculum, values and attitudes, as well as knowledge and skills.
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities.
- To treat problems when they occur in a caring and sympathetic manner.
- To ensure that appropriate support systems are in place when pupils encounter difficulties.

Brabyns Code

Our high standards and clear rules reflect Brabyns culture and values. We believe good behaviour is central to a good education, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting positive relationships, so that people can work effectively together with the common purpose of helping everyone to learn.

- Be kind and show empathy for others
- Be honest at all times
- Be proud of our school and support our community
- Be inclusive and respect each other
- Be an active learner

Good behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. Good behaviour also requires positive reinforcement through rewards but also consequences where rules are broken. Rewards and consequences are equally important and necessary to support the whole-school culture. Pupils, parents and staff have collaborated to produce an age-related Stages of Behaviour. Stage 1 will result in 5 minutes of Brabyns time being missed, Stage 2: 10 minutes and Stage 3 is dependent on the severity of the behaviour. Children can earn Brabyns time back through reflection and change of behaviour. See Stages of Behaviour below.

	EYFS	KS1	KS2
Stage 1	Low Level Disruption (after warnings)	Persistent Low level disruption (after warnings) Inappropriately moving around the school/classroom. Lack of effort in work Shouting out	Persistent low level disruption (after 3 warnings) Not having the correct equipment (1 warning) Lack of effort in work Not following

			instructions
Stage 2	Persistent Stage 1 behaviour	Persistent Stage 1 behaviour Rough play (after guidance of appropriate play/warnings) Unkind words to others Refusal to complete work Not telling the truth	Persistent Stage 1 behaviour Pushing/ shoving & rough play Running in the corridors (after 1 warning) Foul language Unkind words Refusal to do work Refusal to follow instructions
Stage 3	Persistent Stage 2 behaviour Extreme behaviours including but not limited to: Refusal to follow instructions Deliberately hurting/ being disrespectful to others Deliberately damaging property.	Persistent Stage 2 behaviour Extreme behaviours including but not limited to: Purposeful hurting of another person Continued unkind comments/actions towards others (including lack of respect for staff/adults).	Persistent Stage 2 behaviour Extreme behaviours including but not limited to: Biting, scratching, malicious kicking Spitting Continued unkind comments/actions towards others (including lack of respect for staff/adults).

Positive behaviour management

Our values-driven approach to behaviour and attitudes prioritises inclusion; so we are robust in our challenge of any behaviours that compromise our ethos, and focus on behaviour modification through restorative conversations, high quality relationships, time for reflection, and where necessary use of consequences. We do all we can to minimise use of exclusion; recognising that a child's full and active engagement with learning is the priority. Working in partnership with parents and guardians regarding children's behaviour, is recognised as a powerful tool. We value and believe in every individual; showing this through kindness and care for each other.

Rewards and Positive Reinforcement

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter negative behaviour.

Acknowledging good behaviour encourages repetition and communicates Brabyns's expectations and values to all pupils. Using rewards and positive recognition clearly and fairly provides an opportunity for all staff to reinforce the school's culture and ethos.

Rewards:

- Verbal praise and positive reinforcement
- House point & house tokens
- Brabyns Time
- Praise to parents via phone call or written correspondence
- Praise from another teacher or member of the leadership team
- Certificates, prize ceremonies and special assemblies
- Whole-class or key stage rewards, such as a popular activity
- Star of the Week
- Headteacher award
- Positions of responsibility, such as school captain/sports captain/librarians

Brabyns Time

Brabyns Time is a positive behaviour management strategy dedicated to rewarding children who have kept the school rules all week. It's a period of around half an hour, usually on a Friday afternoon, where children stop work and spend time doing special, enjoyable activities that aren't on offer at other points during the school week. From computer time to crafts, painting to playing, reading to sports, it is fun project-based learning where classes and friends can mix.

Brabyns Time allows teachers to share their interests and passions with other pupils throughout the school and creates another level of pastoral care. Children with better health and well-being are likely to achieve better academically, so these mindful and meaningful activities encourage a strong sense of community through collaboration and creativity.

Children who have not been able to follow the school rules will use this time to reflect on their behaviour. This is an opportunity for them to reflect on their behaviour, think about the cause and effect on others and discuss the choice of a positive alternative.

House System

The House System aims to facilitate positive behaviour, stronger friendships between the different year groups, increase community spirit, peer mentoring and encourages more pupils to get involved in competitions, and develop leadership opportunities. All children are placed into one of three Houses, with siblings generally remaining in the same House.

Consequences and restorative practice

At Brabyns we aim to create an environment where positive behaviours are more likely, by proactively supporting pupils to behave appropriately and by addressing misbehaviour effectively. However, we also understand that pupils will not always behave perfectly.

Consequences should be applied clearly and consistently to reinforce the routines and expectations of the school's behaviour culture. Inconsistency can teach pupils that boundaries are flexible which can encourage further misbehaviour. This reduces the deterrent effect of consequences, which in turn dilutes their effectiveness.

When appropriate, staff should make time for a pastoral discussion to ensure the pupil understands why they received the consequence and what they need to do in the future to improve their behaviour. We employ each consequence appropriately to each individual situation. Consequences should never publicly humiliate a child.

We apply restorative practices to resolve conflicts, repair harm and rebuild positive relationships. This helps to provide reconciliation and prevent further misbehaviour.

Non-restorative	Restorative
<p><i>What rule has been broken?</i> <i>What happened?</i> <i>What punishment should they receive?</i></p>	<p><i>Who broke the rule?</i> <i>Who was affected?</i> <i>How do we put things right?</i></p>

Consequences:

- A quiet word is given to correct any low level disruption.
- Verbal warnings to children who are misbehaving, not listening or being disruptive.
- Reflection time thinking about their poor behaviour choices.
- Loss of privileges – for instance the loss of participation in Brabyns Time.

Additional Strategies

The school has processes in place to support pupil’s behaviour where the usual rewards and sanctions strategies are not working. If behaviour does not improve then the following sanctions are followed (not necessarily all stages will be followed as it depends on the incident, severity of misbehaviour and the child’s reflection).

Consequences:

- Stay behind at playtime to discuss their behaviour with the teacher.
- Complete a reflection sheet during playtime/ Brabyns time with their teacher.
- Write a letter of apology (if appropriate)- kept by the school.
- Sent to the Head of Key Stage to discuss their behaviour.
- Sent to Head/Deputy to discuss their behaviour.
- Parents asked to come into school to discuss behaviour.
- A behaviour/wellbeing support plan.
- More serious behaviours may incur exclusion (see exclusion policy)

Responding to incidents of misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond in accordance with the school behaviour policy. Their priority should be to ensure the safety of the pupil, other pupils and staff and to restore a calm and orderly environment. It is

important that staff respond in a consistent manner so pupils know with certainty that misbehaviour will always be addressed, and that context will be taken into account

When pupils do misbehave, teachers should respond promptly, predictably and with confidence to maintain a calm, safe learning environment and then consider how such behaviour can be prevented from reoccurring.

Preventing recurrence of misbehaviour

Brabyns adopts a range of initial intervention strategies to help pupils manage their behaviour. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet these norms. Some pupils will need more support than others and this is provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

There are regular staff pastoral meetings to ensure relevant members of staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose misbehaviour is out of character and a sudden change from previous patterns of behaviour.

The role of school leaders

The school leadership team should routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The senior leadership team keeps records of all reported serious incidents of misbehaviour and sanctions. This includes the nature and date of the offence and the sanction imposed. The Head of School and Heads of Key Stage use the register to identify patterns of behaviour and address these.

The role of teachers and staff

Staff have an important role in developing a calm, positive, structured and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should teach and model expected behaviour and positive relationships, so that pupils can see examples of positive habits and feel confident to ask for help and support when needed. All staff should communicate the school rules, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

If a pupil misbehaves repeatedly in class, the teacher keeps a record of all incidents. In the first instance, the class teacher deals with incidents. However, if misbehaviour continues, the class teacher seeks help and advice from their colleagues and the senior leadership team.

The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school

behaviour policies, rules, expectations, and consequence processes. Every pupil should be supported to achieve the behaviour standards, including a clear induction process at the beginning of the year that familiarises them with the school rules, rewards and sanctions.

The role of parents

The role of parents is crucial in helping develop and maintain positive behaviour. To support the school, parents are encouraged to get to know the schools' behaviour policy and where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's policy and reinforcing it at home. At Brabyns, we have a behaviour committee with parent representatives.

Communicating the behaviour policy

Communicating the school behaviour policy to all members of the community is an important way of building and maintaining Brabyns culture. It helps make behaviour expectations transparent to all pupils, parents and staff members and provides reassurance that responses to misbehaviour are consistent, fair, and predictable.

We publicise the school behaviour policy in writing to parents, staff, and pupils at least once a year, as well as publishing it on the school website.

Bullying

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

Bullying is, therefore:

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

The school has an Anti-Bullying Policy which should be read in conjunction with this policy. Incidents of bullying are extremely rare and when they do occur they are dealt with swiftly. The school does not tolerate bullying of any kind, be it emotional, physical or cyber. If a case of bullying is suspected and/or reported we have clear protocols, including speaking to the pupils involved, contacting parents/guardians and enforcing necessary actions in order to aim for positive outcomes.

Managing Pupils' Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from

the school and thus reduce the likelihood of transition leading to behavioural issues. These include:

- trial days/induction days for new pupils
- 'moving up' days for current pupils
- handover meetings between class teachers
- new pupils'/boarders' handbook
- 'meet the teacher' and new parent/ pupil events
- buddy systems
- liaison with senior schools, including participation in induction events

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

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