



# **Brent Knoll**

## **C of E Primary School**

Let Your Light Shine

## **Behaviour Policy**

Signed: ...Mrs Bev Gore

Chair of Brent Knoll Primary Partners

Date of policy: January 2026

Review of policy: January 2027

### **The aims of this policy are to:**

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

## Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

This policy is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

## Statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The Wessex Learning Trust (WLT) Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to support good behaviours and to foster good relationships between the school and pupils' home life

## Behaviour in our school

In our school we aim to create an atmosphere in which everyone cares for each other. It is important that every child in school feels secure, in surroundings that are calm and ordered, so that effective teaching and learning can take place, and that all children can enjoy their free-time both safely and positively. All our actions have the best interest of the child as our core principle. This is underpinned by our schools vision and aims.

The school's ambitions for positive behaviour, as discussed in this document, have the Wessex Learning Trust's values, ethos and ambitions at its heart. The school's Behaviour Policy has been created for the community of Brent Knoll Primary School, but none of this policy sets out to contradict the Relationships Policy created by the Wessex Learning Trust. The Trust's Relationships Policy can be found on the following link, or can be printed out by the school office, if required: <https://wessexlearningtrust.co.uk/wp-content/uploads/sites/5/2023/03/Relationship-Policy-September-2023.pdf>

## Our School Vision

We are a Church school and through our distinct Christian values we enrich the lives of our children and create an environment where there is opportunity to **“Let Your Light Shine” (Mathew 5:16)**

Our values are brought to life through our Love of Learning; our Faith; our Respect and our Partnerships.

**Our school vision is supported by our four themes – these are the ‘behaviours’ we value and promote in our school community.**

Our key themes are: love of learning, faith, respect and partnership.

### **Love of Learning**

We provide an inclusive, meaningful, enjoyable curriculum to inspire and encourage pupils to reach their full potential. We nurture the social and emotional development of all our pupils and teach them how to stay safe and lead healthy lives. We develop their

Our vision is also supported by our chosen **Christian values** – whatever a person's beliefs, these values are central to living well together and are therefore promoted in our school.

Each half term, one of our Christian Values is chosen for the focus of our whole school and class collective worship.

Our chosen Christian values are:

- **Hope** (aspirations / hope for the future / hope for others)
- **Compassion** (helping others / understanding how they are feeling)

confidence and independence and encourage them to question and reason rationally.

### **Faith**

We are proud to be a Church of England School. We promote the values and beliefs of the Christian faith whilst respecting and celebrating the beliefs and cultures of others.

### **Respect**

We develop each child's sense of self-worth as well as their sense of responsibility. We encourage children to value diversity and the wonder of creation.

### **Partnerships**

We work together with our families, the Church and the local and wider community, valuing their support.

These themes are constantly talked about and celebrated in school. Children earn tokens for displaying these qualities. The tokens are collected in a large jar and when the jar is full, there is a whole school reward.

- **Trust** (positive relationships rooted in the truth)
- **Justice** (acting fairly and making things right)
- **Thankfulness** (a positive attitude of gratitude in all areas of life)
- **Endurance** (keeping a positive attitude when things are challenging)

All children need to feel safe before they can learn. It is our responsibility to ensure we provide a safe environment. This includes providing clear routines, structures, safe places and the presence of reliable and trusted adults. Creating a safe, calm and organised environment should reduce disruptive or negative behaviours.

Equally, all our children are expected to behave in a responsible manner, both to themselves and to others. Thus showing consideration, courtesy and respect for other people at all times. All staff are also expected to model this behaviour at all times and follow a clear code of conduct.

We know that positive behaviour is part of the daily curriculum and that children need to be taught how to behave well and time given for this. Ensuring positive behaviour will take time and guidance will need to be frequently repeated and explained to many of our children.

The school aspires to follow the following guidance on developing good behaviours:

1. Behaviour is part of the curriculum
2. Children must be taught how to behave
3. Teach, don't tell, behaviour
4. Good behaviour needs to be explained
5. Make it easy to behave and hard not to
6. No one behaviour strategy will work with all students
7. Good relationships are built out of structures and high expectations
8. Pupils are social beings
9. Consistency is the foundation of all good habits
10. Everyone wants to matter

Whole class sessions serve to strengthen the community element, but time needs to be set aside in the classrooms to teach behaviour at an appropriate level for individuals or groups of children. **Continuous re-enforcement is essential - the rules need to be kept 'alive'**. Children have a right to know and understand the rules with all their implications, so that they can choose to take control of their actions.

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's values, and share them
- Develop a positive relationship with pupils, which would include:
  - Greeting pupils in the morning/at the start of lessons and provide them with early morning work to set the tone for the day
  - Establishing clear routines for each part of the day
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption, such as by requesting a teaching assistant to help
  - Using positive reinforcement, especially after reprimanding another pupil

*Eg. Well done Tim for showing me good listening by looking at me and waiting quietly.*

*Thank you, Sarah, for opening your book and writing the learning objective without being reminded.*

Individual teachers may feel the need to add extra support in their classroom to ensure all children are behaving in a positive way. **Any individual plans need to be shared with all colleagues so everyone is aware of what is expected and what is being tried.** Individual child or class plans will not over-ride the school's key rewards and sanctions and expectations. As soon as a child or class is responding positively to their own individual plan, then it will be removed and the whole-school policy will suffice.

## **Rewards**

Rewarding positive behaviour is crucial to providing a positive environment for good behaviours. At Brent Knoll Primary, children need to be frequently rewarded with tokens for showing Respect, Love of Learning, Partnership and Faith (which includes having faith in oneself). Tokens are collected weekly in whole school assemblies and the successes of the school are shared together. Once a certain number of tokens are collected, the whole school is rewarded with a treat, such as an extended break-time.

Each week, every class teacher nominates a star of the week, whose work or positive attitude can also be shared with the whole school. A certificate is presented to the children who are stars of the week, so that parents and carers can also celebrate.

## **Roles and Responsibilities of the Wessex Learning Trust**

We are part of the Wessex Learning Trust and as such adhere to their policies related to behaviour. Please see them listed below:

- Exclusions Policy
- Dealing with Aggressive Parents Policy
- Dealing with Allegations of Abuse against Staff policy
- Attendance
- Safeguarding (Child Protection) Policy

The WLT Behaviour and Inclusion Strategy is used as a toolkit to support pupils who are struggling to adhere to our school rules. Behaviour incidents and Exclusions are recorded on Provision Map.

## **The Local Partners**

The local partnership board (formerly known as the local governors) is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

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

The head teacher is responsible for reviewing and approving this behaviour policy. The head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behaviour needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

## **Parents**

Parents are expected to:

- Support their child in adhering to the school's policy on positive behaviours
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## ***Pupil Code of Conduct***

***This will need to be shared regularly in class time as well as in whole school assemblies.***

- ✓ *Treat adults and other pupils with respect*
- ✓ *Work hard in class and allow others to work*
- ✓ *Respect and follow the agreed class and school rules*
- ✓ *Look after other people in the school*
- ✓ *Report bullying or any accident or other incident*
- ✓ *Remember safety rules and good manners when using email and internet*
- ✓ *Look after the school environment*
- ✓ *Complete homework tasks and home reading when they are set*

## **Sanctions and Consequences for Poor Behaviour**

Depending on the age of the child, actions that cross the boundary of acceptable behaviour will always start with a discussion as to what happened. Adults will listen to every child fairly and without bias. Simple matters may well be dealt with by a short conversation in which the poor behaviour is discussed and a restorative approach (perhaps an apology) is undertaken.

If a child is repeating the same poor behaviours then some individualised support may be required in order to ensure the child can have the time to be taught about how to change their actions.

The emphasis is on children being able to try again, to get it right this time. ***It is the behaviour which is disapproved of, not the child.***

### **Restorative Justice**

Where possible, a child, or children, who have hurt others in some way should be given time to talk about the matter, to find out how they have impacted others and what they could do to make the matter better, and to avoid making such mistakes in the future. Depending on the nature of the incident, restorative justice may be a short conversation after the event or may be a longer meeting that is more formal and more organised, perhaps to include witnesses.

### **Sanctions**

A child who has had three warnings to stop their poor behaviour will be sent to a buddy class or the head teacher for some time out, sometimes to complete work or to have a time to discuss and think about their actions. If a child who has had to leave their class, parents will be informed by the class teacher on the same day (whether in person or by a phone call), though staff need to avoid discussing behaviour issues on the playground in front of other parents. If a follow-up meeting with parents is required, this will be offered.

The head teacher will need to be informed of any child who has been asked to leave their room to determine whether a pattern of behaviours is occurring. Parents can ask to see the class record at a meeting convened to discuss their child's behaviour.

The school is aware that some children have personal needs that may impact their behaviour. In such cases, the school's Special Needs co-ordinator will be asked to provide advice and support. However, it is expected that all children will be able to understand the pupil code of conduct once it is explained to them.

***Every day is a new day for every child***

The rules also apply at lunchtime and during Breakfast and After School Clubs, and similar

procedures will be followed if children misbehave at these times. This may result, in persistent cases, in parents being informed that their child is asked not to attend extended school services.

Incidents of serious misbehaviour, such as insolence or violent aggression towards other children and staff, will be dealt with immediately by the head teacher or a senior teacher. A sanction for more serious incidents could be being sent to another room to work and/or to miss break-times when the rest of the school is outside.

In the case of deliberate destruction of property we would expect an appropriate contribution towards the cost of replacing the property destroyed. Exclusion of a child from school will be considered in extreme cases, but only after all other avenues have been explored.

We hope that our behaviour policy ensures that teachers can teach and children can learn, and that our school is a happy, safe place for everyone.

### **Avoidance of Work**

It may be necessary to apply a sanction if a pupil refuses to co-operate in completing their work in the given time. A child who has refused to complete their work can be asked to stay in class on the next available lunch-time (either the same day or the next day) for a maximum of twenty minutes, that is to say the equivalent of their playing time, but not eating time. The head will supervise or arrange supervision for this. If there is still little or no attempt to complete the work, and on the assumption the child can do it independently, then parents will be informed by the class teacher. The next step would be for parents to agree to get the missed work completed at home within 48 hours.

### **Physical restraint**

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents within 24 hours of taking place

## **Confiscation**

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils or their siblings, but to parents or carers.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

## **Severe behaviour**

Some behaviour may be recognised as so serious that the child cannot be given the opportunity to work through the consequences. Examples:

- Deliberate attack on someone else with intent to harm
- Leaving the school grounds

Such incidents are to be reported immediately to the head teacher or deputy head teacher. The incident is to be recorded on the school's safeguarding platform. The parents will be contacted the same day, though if they are not able to be spoken to, an email will be sent home confirming details. Such behaviour will result in a formal meeting being arranged with parents to discuss the situation. Repeated behaviour, ie more than once in the space of a month, will require an improvement plan to be set up involving the school and parents. If necessary, in particular circumstances, the child could be excluded, especially if this was to protect other children in the school. At this point, WLT will be consulted.

Due to the serious consequences which will be put into operation as a result of this behaviour, the teacher involved must be absolutely certain of the guilt of the child and the nature of the incident. It must be behaviour, which endangers the child or others, or could be classed as outright defiance towards the teacher/adult. For example, an attack on another child could be provoked and still be severe behaviour. It is the degree of viciousness and intent to harm, not the reason or result, which is important. With serious fighting both children are to be reported. Any child provoking an attack will be dealt with through the normal procedures.

## **Bullying**

Please refer to our Schools Anti-Bullying Policy. Please read our statement below:

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. Our school vision clearly reflects the ethos we strive for as a school; to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

### **Specific Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated in a sensitive and differentiated manner to cater to the needs of the pupil.

The school's special educational needs co-ordinator and head teacher will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialists, such as advisory teachers, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with the WLT Behaviour and Inclusion lead and SENDCo, external agencies and plan support programmes for that child, these are often put on an Individual Positive Behaviour Plans (sometimes known as a Behaviour Support Plan) for the child. This may also include support from our tiered Emotional Literacy support approach and trained ELSA's where appropriate. We will work with parents to create the plan and review it on a regular basis.

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### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence would follow the WLT guidance and Child Protection Policy.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

### **Reporting of Behaviours on BromCom**

From March 2026, matters of poor behavior will be reported on the BromCom online platform. This will ensure behaviours can be properly registered and analysed for patterns. Parents and carers are entitled to see these reports should they request to.

## **Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **Appendix A**

Misbehaviour is defined as:

- Non-compliance with the schools rules
- Disruption in lessons, break and lunchtimes
- Poor attitude to learning

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)