



---

# Brentfield Primary School

Children of Today, Champions for Tomorrow

---

## Behaviour Policy

Headteacher	Mrs N. Harmer
Person Responsible	Ms. S. Rawat
Review Date	February 2027

41-43 Meadow Garth, London, NW10 0SL Tel:

020 8965 5326

Email: [admin@brentfield.brent.sch.uk](mailto:admin@brentfield.brent.sch.uk)

Website: [www.brentfield.brent.sch.uk](http://www.brentfield.brent.sch.uk)

### 1. Policy Statement

---

Our policy promotes high expectations for pupils' conduct, fostering a calm, safe and inclusive environment for all members of our community.

At Brentfield we promote our five BRAVE values:

**B - Belong**

**R – Responsible**

**A – Aspirational**

**V – Value Diversity**

**E – Empowered**

We ask all pupils, staff, and visitors to demonstrate three qualities, which serve as a minimum expectation for behaviour.

**Be Ready**

**Be Safe**

**Be Kind**

## 2. Aims

---

- To empower children to make responsible choices and develop resilience.
- To ensure pupils take accountability for their behaviour and its consequences.
- To promote community cohesion by not tolerating bullying, intimidation, or threats.
- To address any behaviour falling short of our expectations consistently and fairly.

## 3. Legislation and Guidance

---

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

- Behaviour in schools: advice for headteachers and school staff, 2024
- Searching, screening and confiscation: advice for schools, 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in Schools (effective until March 2026)
- Restrictive interventions, including the use of reasonable force, in schools (effective from April 2026)
- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

## 4. Roles and Responsibilities

---

### The Governing Board

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### The Headteacher

The headteacher is responsible for:

- Ensuring the policy is implemented consistently.
- Promoting an inclusive behaviour culture.
- Reporting on behaviour to governors.
- Offering appropriate training and support in behaviour management to any staff who require it.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

### All staff are responsible for:

- Building positive relationships with pupils.
- Creating a calm and safe environment for pupils
- Applying the school rules fairly and consistently.
- Modelling expected behaviours.
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet school expectations by addressing incidents of child-on-child abuse, bullying, and discriminatory language based on protected characteristics under the Equality Act 2010.

### Parents should:

Parents should support the school's policies, strategies, and guidelines for behaviour by:

- Encouraging their child to maintain high standards of behaviour in and out of school.
- Informing the school of any changes in circumstances that may affect their child's behaviour.
- Treating other parents, pupils, staff, and visitors of the Brentfield community with respect.
- Supporting the school in its use of rewards and consequences and engaging in pastoral initiatives.

The school is committed to nurturing a positive relationship with parents, keeping them informed about their child's behaviour and collaborating to address any issues.

### Pupils should:

- Be ready, safe and kind, including when outside of school on trips or when representing the school.
- Move quietly around the school – Wonderful Walking.
- Treat people and property with respect.
- Wear the correct uniform at all times.
- Follow the behaviour policy and take responsibility for their actions.

## School Behaviour Curriculum and Expectations

---

The behaviour curriculum is based on the principles of our BRAVE values and being ready, safe and kind. It is designed to create a culture of respect and responsibility where successful behaviour is celebrated and encouraged.

- Teaching pupils the behaviours that enable success (responsibility, self-regulation, resilience).
- Planned behaviour teaching sequences – e.g., in PSHE, circle time, assemblies.
- Opportunities to build empathy, leadership, co-operation.

High expectations are explicitly taught and reinforced over time.

Relentless Routines		
Wonderful Walking	Lining Up	Mealtime Manners
Wonderful walking means no talking. Hands by our side and walk with pride	Line up in register order. Hands by our side and stand with pride	Please and thank you, quiet voice, walk, stay in seat, hands up when finished, clear up

### Expected Behaviours

- In the classroom, corridors, playground, online and during off-site activities.
- Reference to punctuality, uniform, participation, and conduct.

## 5. Recognition and Rewards for Good Behaviour

---

We recognise and reward pupils who go “above and beyond” the expected behaviour standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

### Classroom Level:

- House points – given to individuals for behaviour “above and beyond” or for displaying BRAVE values and can be given by any staff member.
- Class Reward – Class target sheet displayed in every class (*appendix 1*), class reward for reaching target. (Visual representation can be used for younger years, e.g., Marble Jar). Rewards will be determined by the class teacher.
- Postcard Home – Postcard sent home for exceptional behaviour. - WOW moments! (*Staff to aim to send 3 every half- term*)

### Whole School Level:

- House points – The house with the most points will be announced each week. The winning house will be invited to a House Celebration event each term.
- Friday Treat– Children who have exceeded expectations and consistently gone “above and beyond” in their behaviour or have the most individual house points, get to enjoy a special treat which will be given in class (hot chocolate, ice cream etc)
- Certificates - BRAVE certificate for exceeding the BRAVE values. (Certificates to be given by SLT or Headteacher)
- Star of The Week – certificates for the children going “above and beyond” within the classroom, will be presented in class every Friday.

### Playground level:

- Staff will award house points to children who show exceptional behaviour and these will be added to the house points chart.

### House points:

- House points are awarded for behaviour “above and beyond” in class and around the school. House points can be awarded where behaviour and attitude to learning has exceeded the expectations. This could be academically, practically, socially or personally.

The aim of house points is to encourage and celebrate individual success, as well as pupils seeing the larger impact of their actions.

All children will be split into 4 houses:

<b>Colour</b>	Yellow	Green	Blue	Red
<b>Name</b>	Farah	Hawkins	Attenborough	Malala

House points are recorded on a house point chart and submitted by teachers each week.

## 6. Managing Behaviour

---

All staff are responsible for setting the tone and context for positive behaviour.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour expectations and steps in class
- Develop a positive relationship with pupils, which include:

- Greeting pupils
- Establishing clear routines
- Communicating expectations of behaviour
- Highlighting and promoting good behaviour
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Actively engaging in restorative conversations

When a pupil's behaviour falls below expected standards, staff will respond calmly and proportionately to restore a safe and purposeful learning environment and to reduce the likelihood of recurrence. In most cases, a gentle reminder will be sufficient; where needed, clear and consistent steps will be taken to reinforce expectations and outline consequences.

All pupils will be treated equitably. In responding to incidents, staff will consider any relevant factors that may have contributed to the behaviour, including developmental stage, additional needs and personal circumstances. We recognise that behaviour is a form of communication and may reflect a child's experiences, including experiences of trauma or adversity. In line with our trauma-informed approach, sanctions will be proportionate and focused on learning, restoration and supporting the pupil to meet expectations in the future.

	Steps	Actions
Class Teacher Intervention	Gentle encouragement, a 'nudge in the right direction, and refocus exercise.	
	1) Reminder 1	A reminder of the expectations <b>Ready, Safe and Kind</b> . De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. <i>(Repeat reminders where necessary for pupils with SEND)</i>
	2) Reminder 2	A clear verbal caution delivered privately where possible, making the pupil aware of the unwanted behaviour and clearly outlining the consequences if they continue.
	3) Reflection in class	A chance for reflection away from others (Thinking space in the classroom or at another table). Speak to the pupil privately and give a final opportunity to engage. Pupil to complete reflection sheet.
	4) Time out in another class / Isolation during break time for reflection	Pupil will be sent to another room within the year group for the remainder of the session. Work must be given to complete. <b>Text 1 sent to parent on the same day. Reflection sheet sent home and returned to school showing signature. Record on CPOMS (Phase Lead, Deputy Head and Inclusion Lead alerted)</b> <b>Restorative conversation with adult</b>
	5) When there are 2 incidents of time out in two weeks	A meeting with the Pupil, Parent and Teacher. <b>Text 2 sent to parent. Meeting recorded on CPOMS (Phase Lead Deputy Head and Inclusion Lead alerted)</b>  Where behaviour is the result of discriminatory attitudes or stereotypes: <ul style="list-style-type: none"> <li>- Pupil will be asked to engage in a restorative conversation with person the comment was directed at</li> <li>- Parent will be notified</li> <li>- Support will be given to educate at personal and/or whole class level</li> <li>- Pupil will be monitored for any reoccurrence</li> <li>- Pupil will be escalated to the appropriate lead if behaviour persists</li> </ul>
Pha	When there are more than three separate incidents of disruptive or unacceptable behaviour over a period of two weeks:	

	6) Meeting with Phase Lead	A meeting with the Pupil, Teacher, Parent and Phase Lead. Introduce Steps to Success Booklet with set targets. Consequence for persistent disruptive behaviour to be agreed by all. Targets monitored over two weeks. <b>Text 3 sent to parent.</b> <b>Meeting and targets to be recorded on CPOMS (Deputy Head and Inclusion Lead alerted).</b>
	7) Review meeting and plan next steps.	A meeting with Pupil, Teacher and Parent, supported by Phase Lead to review progress. <b>Meeting and targets to be recorded on CPOMS (Inclusion Lead alerted).</b>
	8) Referral to School Inclusion Panel	Deputy Head to raise concerns in Inclusion Meeting and discussion held to determine next course of action.
	When there is extremely disruptive behaviour (where the class are unable to learn), serious physical/threatening behaviour or a one-off serious incident:	
SLT	9) Panel Meeting	Possible outcomes include: <ul style="list-style-type: none"> <li>• Lunchtime Suspension</li> <li>• Internal Suspension</li> <li>• Suspension</li> <li>• Meeting with Parents</li> <li>• Behaviour Support Plan</li> <li>• Referral to external agency</li> </ul>

*\*All pupils must be given "take up time" in between steps.*

### 7.1 Bullying, sexual harassment, sexual violence and racism

We recognise the importance of good mental health and social development, empowering our community to raise concerns safely. We are committed to being an anti-racist and anti-bullying institution, addressing all incidents with a proportionate, considered, and supportive response, determined on a case-by-case basis by our senior leadership team.

### 7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on public transport on the way to or from school.

### 7.3 Online behaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

### 7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

### 7.5 Physical restraint/ Positive Handling

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

- Causing disorder
- Hurting themselves or others

- Damaging property

Please refer to our Positive Handling Policy for further information and guidance.

## **7.6 Searching, screening and confiscation**

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

### Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will be returned to after discussion with senior leaders and parents/carers.

Items on the banned list include:

- alcohol
- illegal drugs
- stolen items
- knives
- weapons
- cigarettes, tobacco paper, e-cigarettes and vapes
- pornographic images
- anything else perceived to pose a threat to pupils at the school
- fireworks
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).

### Searching a Pupil

Searches in most cases will be carried out by a member of the senior leadership team but may be conducted by a member of staff that headteacher has authorised to do so. A second member of staff will be present when searches take place. The member of staff conducting the search will be of the same sex as the pupil being searched.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or locker.

### Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed.

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **7.7 Safeguarding**

We understand that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm - where this may be the case, we will follow our safeguarding policy.

### **7.8 Adapting sanctions for pupils with SEND**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

The school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

### **7.9 Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher.

### **7.10 Alternative Provision**

In exceptional cases, children may be identified for temporary placement in off-site educational provision to better support their individual needs. The school seek local authority advice and will liaise directly with the provision to ensure that such provisions operate within a safe environment and adequately address the child's pastoral and educational requirements. When evaluating alternative arrangements, the school will adhere to the guidance outlined in 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children.'

## **7. Pupil Support**

---

We recognise our 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 to cater to the needs of the pupil.

Our special educational needs co-ordinator will evaluate a pupil who exhibits behaviours that challenge to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist advisers, an educational psychologist, and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

We also offer the opportunity for pupils to seek support via our Place2Talk sessions, social skills sessions and regular check-in with members of our Inclusion Team.

Steps will be taken to educate children on how to keep safe but also diminish discriminatory attitudes and stereotypes. Careful thought will be given to how best to support both the target and perpetrator.

## **8. Training**

---

As part of the induction process, our staff are made aware of our behaviour policy and the needs of the pupils in their class. Emphasis is placed on quality first teaching and implementing strategies to promote good behaviour.

Behaviour management will also form part of continuing professional development.

## 9. Transition

---

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. For pupils transferring to new settings, information on behaviour issues may also be shared.

## 10. Monitoring

---

The school will collect data on the following:

- Behavioural incidents, including time out of class
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, families and visitors

If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

## 11. Policy Review

---

This policy will be reviewed on an annual cycle and approved by the governing board.