



BEHAVIOUR POLICY INCLUDING SANCTIONS

(Including Early Years Foundation Stage)



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SCOPE OF THIS POLICY

This policy applies to all pupils in school, **including Early Years Foundation Stage** and out of school care and clubs.

This policy takes account of the following documents and guidance:

- The Education (Independent School Standards) Regulations 2014
- The Education Act 2002 and 2011
- The Equality Act 2010
- Behaviour and discipline in schools (DfE 2020)
- Preventing and tackling bullying (DfE July 2017)
- Excluding Pupils – practical guidance for Independent Schools.
- Whole School Behaviour and attendance policy paper (DfE 2020)
- The Children and Families Act (DfE 2014)
- SEND Code of Practice: 0 – 25 Years Statutory Framework for the Early Years Foundation Stage (latest version)
- Keeping Children Safe in Education (KCSiE) (latest version)

This policy is to be read in conjunction with the following policies:

- Admissions
- Anti-Bullying
- Attendance and Children Missing from Education
- Complaints
- Staff Code of Conduct within the Staff Employment Manual (Staff only)
- Equal Opportunities
- Health and Safety including Out of School Activities and Visits
- PSHCE
- Physical Contact & Restraint
- SEND

This policy will be reviewed annually and updated in addition, when regulatory updates are published.

INTRODUCTION

The designated persons for behaviour management are the Director of Welfare, the Deputy Head and the Headmaster. At Brackenfield School, strong emphasis is placed on creating a caring ethos of trust, respect and co-operation in which each child feels valued and in which all children can experience responsibility and learn self-discipline. As a school we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole community. Our Behaviour Policy focuses on positive behaviour which supports learning and promotes, celebrates and rewards achievement. We will ensure that all staff are consistent in their approach to behaviour management which will be monitored rigorously by the Senior Leadership Team.

When implementing the policy reasonable adjustments are made for pupils who are on the SEN register to ensure that they are not disadvantaged. The school recognises the seriousness of bullying, both physical and emotional (which may cause psychological damage) and that a victim of bullying

may be at higher risk of suffering abuse. If allegations of bullying are made they will be addressed immediately and thoroughly in accordance with our Anti-Bullying Policy.

AIMS:

- encourage pupils to develop the qualities of honesty, kindness, and respect (as per the Brackenfield core values – see appendix 1) that are needed for good relationships between children and also between adults and children.
- promote good manners and co-operation
- reward and encourage positive behaviour, using sanctions where necessary, to help pupils learn the value of good behaviour
- engender the support of parents as good behaviour choices begin at home. We aim to maintain a partnership between home and school at all times
- raise standards of attainment, and help pupils develop a sense of responsibility
- develop good social and citizenship skills through a variety of school contexts which enable our pupils to manage their own behaviour whilst respecting the rights of others
- treat all pupils fairly and encourage and enable all staff to use consistent and appropriate strategies for dealing with inappropriate behaviour

Every pupil will:

- be helped to recognise their role as an active learner with opinions, skills and knowledge that can be developed and respected
- be helped to recognise their role as a member of the whole school/class group who respects the person, opinions, ideas, skills and knowledge of others
- be helped to recognise their responsibilities as a member of the school community in preparation for later life in the community at large
- be helped to develop their self-esteem and recognise that they are a valued member of the school community. All pupils will be encouraged in a positive fashion to achieve a responsible attitude.

MANAGING BEHAVIOUR

All the school staff share a collegiate responsibility for consistently implementing the school policy on positive behaviour and Anti Bullying. The Headmaster has overall responsibility for ensuring positive behaviour.

All staff will:

- be consistent, fair and persistent

- keep any promise made to the pupils and remain open and honest with them
- communicate all intentions clearly and effectively
- act rather than react
- impose appropriate, fair and agreed sanctions that are relevant to the misdemeanour and follow the steps procedure
- be confident and use a voice and manner that makes it clear to the pupil that they are expected to do as they are asked
- seek advice and support if a situation escalates
- use consequences which focus on the behaviour and not the pupil's personal qualities
- discuss and give sanctions in an appropriate manner

For a consequence to be effective, it must be an action that the pupil does not want but should never be meant to embarrass or humiliate. Parents/carers have a responsibility for ensuring that they support their child in meeting school expectations of behaving well. It is very important that they support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parent/carers and good communication between home and school. We will always inform parents and liaise with other agencies if we have any concerns about a child's welfare or behaviour, likewise, we expect parents to share any concerns they have regarding their child with the Headmaster and/or Deputy, Director of Welfare or Class Teacher.

All pupils are expected to be responsible for their own positive behaviour and meet the expectations set out by the school and the agreements (rules) they have within their class. Each class teacher is encouraged to develop a class agreement, with the class, that is agreed upon and signed by all members of the class. Agreements can differ from class to class but should be led by class teachers in a way that each agreement is underpinned by this policy and the core values of Brackenfield.

We achieve good behaviour throughout school by using:

- verbal praise
- positive comments in books
- special mention in class or assembly
- exhibiting good work in the classroom or public areas of the school
- modelling excellent behaviour as adults

NURSERY

Within the prime area: Personal, Social and Emotional Development of the EYFS curriculum, EYFS staff are committed to supporting children's behaviour through positive choices and interactions with each other and their environment. The EYFS team verbally praise children for desired behaviour and on occasion may present a green smiley face card to reinforce positive behaviour and to celebrate good behaviour choices. The EYFS team always talk to the children and encourage them to display good behaviour choices.

RECEPTION & INFANTS

We encourage and support pupils in the infant department to make good decisions about their behaviour within a positive, caring environment. To encourage pupils to follow the class agreements underpinned by our 6 core values, appropriate behaviour and work will be recognised through the Sticker Scheme in Reception, and through the House Point Scheme (behaviour only) in Years 1 & 2. A half termly reward system will encourage each pupil to work hard individually for stickers/house points but also for the good of their house. At the end of each half term, the three pupils in each class who have gained the most stickers/points will receive a small prize in assembly. The pupils from the House that collects the most points in the Infant Department will enjoy extra playtime together, as a House team.

JUNIORS

House points are awarded for good work and behaviour. All pupils are members of one of the following four houses: Almscliffe (RED), Brimham (YELLOW), Richmond (BLUE) and Studley (Purple).

A teacher is assigned to oversee each House, alongside a Year 6 pupil who is assigned as a house captain each term. Mr Olesqui, as House Manager, oversees the management of the system. Pupils can earn house points for good behaviour, conduct and other successes at school. Up to 3 House Points can be awarded at any given time by teachers. The Headmaster may award more for exceptional achievement. House points are awarded throughout the week and collected in each classroom. Counting takes place on Thursday and the results are announced in Celebration Assembly on Friday morning.

Junior pupils receive certificates of achievement at the nominated levels:

25 HP – Bronze, 50 HP – Silver, 75 HP – Gold, 100 HP – Head teacher, 200 – Platinum, 400 - Diamond

The House Master, Mr Olesqui, keeps a digital record of the house points scored in total for each house and a small reward is given to the winning house at half term, and a larger prize at the end of the term.

In addition, the school runs house activities throughout the year in Sports, music and other areas.

WARNINGS, PROCEDURES & SANCTIONS

Good behaviour is an expectation and as a school we do everything we can, outlined throughout this policy, to ensure behaviour choices are positive ones. However, if a pupil makes poor behaviour choices, the following system of warnings and consequences are implemented as steps:

- Step 1. Pupil receives verbal warning & reminder of class agreement/behaviour expectations (this step can be repeated two/three times at the class teacher's discretion)
- Step 2. Pupil to be sent for a 'timeout' to another teacher
- Step 3. Pupil, if appropriate, to write a note/letter of apology
- Step 4. Pupil to be sent to Deputy Head or Director of Welfare
- Step 5. Pupil to be sent to the Headmaster

The class teacher will inform the pupil's parents at Steps 2 or 3 if they feel it is appropriate.

Teachers/Director of Welfare/Headmaster are expected to contact parents if the pupil reaches Step 4 or 5.

The ordering of the steps should be adhered to unless the seriousness of an offence is such that a pupil moves to Step 4 or 5 with immediate effect.

We aim to work with parents so that their child has a happy and successful time at school and we use the system of consequences above to restore any harm caused to pupils or by pupils, to move forward positively.

Where the following of steps above does not lead to an improvement in a pupil's ongoing behaviour choices, an Individual Behaviour Programme (IBP) agreed by school, home and pupil may be put in place (see below).

A record of particularly positive behaviour as well as poor behaviour choices will be kept on the school iSAMS system and entered by the member of staff involved.

MANAGING BEHAVIOUR ONLINE

Online behaviour is managed through the same principles and approaches as explained above, and we have a robust cyber bullying policy in place. However, we recognise here that it is more challenging for us to manage online behaviour by pupils outside of school and outside of school hours. We accept that online behaviour incidents that occur off our school premises and outside school time are in the realm of parental responsibility. That said, we are mindful of how these incidents may negatively affect the life of the school and the welfare of our pupils. It is our aim to work with families to provide support and guidance to ensure online behaviour outside of school hours and premises is safe and inclusive of positive choices.

INDIVIDUAL BEHAVIOUR PROGRAMME

This programme may be used where an individual child persistently behaves inappropriately to include bullying. The decision to use such a programme is at the discretion of the class teacher, Director of Welfare and the Headmaster. If the decision is taken to place the child on additional support for behaviour, this will be discussed with the parents/carers who will be required to work with the school in order for the programme to succeed. Reviews will be held regularly. Whether a child or young person is considered to have social, emotional and mental health difficulties depends on the nature, frequency, persistence, severity and the abnormality of the difficulties and their cumulative effect on

their behaviour and/or their emotional wellbeing compared with what might be expected of children or young people of the same age.

The Equality Act 2010 requires schools to ensure pupils with SEN and disabilities (SEND) are not treated unfavourably because of a reason arising as a consequence of their disabilities. In order to fulfil our duties under this act, reasonable adjustments will be made for those pupils with SEND when implementing the behaviour and discipline policy. Care will be taken to consider whether the behaviour is deliberately disruptive or arises as a consequence of their SEND. Early intervention to assess whether the behaviour is as a result of unmet learning needs together with support mechanisms and close liaison between home and school will ensure that pupils are treated fairly and not discriminated against because of their needs. Pupils who do not improve their choices as a result of the IBP may be referred for external support/counselling.

EXCLUSIONS

Please see the separate Exclusion Policy which outlines the aim of the policy and the appeals procedure

PHYSICAL INTERVENTION

In line with Section 131 of the School Standards and Framework Act 1998 the following points will be observed:

- CORPORAL PUNISHMENT WILL NOT BE USED OR THREATENED
- PHYSICAL RESTRAINT TO CONTROL A CHILD'S BEHAVIOUR MAY ONLY BE USED WHEN AN ADULT FEELS SOMEONE IS IN DANGER.

(Guidance in subsection 548(5) Education Act 1996) (The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all members of staff. These include all those acting in loco parentis, such as unpaid volunteer supervisors).

In the event of physical intervention becoming necessary, parents will be informed the same day (or as soon as practical) and details of the incident recorded in iSAMs (or on incident report file if iSAMs is unavailable/inaccessible).

BEHAVIOUR IS A CHOICE

We recognise and accept that for some pupils, behaviour is often a result of emotional triggers that severely affect them, and that their subsequent choices are not always made rationally. For example, this may be the case for children with Autism Spectrum Disorder. We are an inclusive and supportive school and we work hard to understand all of our pupils. We prevent, where possible, any events or activities that can cause unnecessary frustration or upset. For the vast majority of our

pupils we support, promote and expect that they see their behaviour as a choice. We endeavour to use our strong value system to encourage pupils to make positive choices.

APPENDIX 1

Our Core Values

- Kindness
- Honesty
- Respect
- Initiative
- Perseverance
- Confidence

Name of policy Behaviour Policy	Policy reviewed/amended date September 2021 (V2) September 2022 (V3) September 2023 (V4) January 2024 (revision) V5 June 2024 (V6) September 2024 (V7)
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