



BEHAVIOUR POLICY

Including Exclusions (see Appendix 1)

(WHOLE SCHOOL INCLUDING EYFS)

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This school is committed to safeguarding and promoting the welfare of pupils and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

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1.0 Rationale

1.1 Branwood Preparatory School is dedicated to ensuring that every member of our school community feels valued and respected and that each person is treated fairly and well. We ensure that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and mutual trust and respect are the foundations of our community, and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

1.2 This policy outlines what we expect from all our pupils, including those in Early Years, in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. It extends to all members of our school community. Effective and considerate way. Good behaviour and self-discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their school years.

1.3 We are mindful of the five outcomes that Every Child Matters Green Paper 2003 identified as the most important to pupils and these are to:

- be healthy.
- stay safe.
- enjoy and achieve.
- make a positive contribution.
- achieve economic well-being.

1.4 We are aware of our duties set out under The Equality Act 2010.

2.0 Aims

2.1 Branwood Preparatory School believes that all pupils should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that using this policy we can support all our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

2.2 The key aims in this policy are:

- For every member of our school community to feel valued, respected and has the right to be treated fairly, with particular regard to the protected characteristics as listed in section 4 of the Equality Act 2010
- The school will provide a caring community, where ethos and values are built on respect for all
- Promote an environment where everyone feels happy, safe, and secure
- To develop a sense of caring and respect for one another
- To build caring and co-operative relationships with each other
- To help develop a wide range of personal, emotional, and social skills to help our pupils manage emotions effectively
- To foster confidence, self-discipline and increase pupils' self-esteem
- To ensure that behaviour management strategies are consistent.

2.3 The policy aims to ensure that best practice and procedures are carried out at school. The policy complies with the legal requirements of the Early Years Foundation Stage Statutory Framework.

3.0 School Ethos

3.1 The staff and pupils at Branwood will work together to establish a clear set of rules which will form a behaviour code in the school. These rules will be reviewed regularly, and the school will ensure that new pupils are taught the rules and have a voice in devising a set of rules for the school.

- We will be kind and considerate
- We will listen and follow instructions
- We will look after our school and possessions
- We will walk in and around our school except in play areas

4.0 Responsibilities of the School Community

4.1 The school understands that the first step to modelling good behaviour is to lead by example, which means that all trustees, governors, staff, volunteers, and anyone else who comes to the school must act responsibly and professionally and will never denigrate pupils or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and consequences are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEND needs and personal needs as well as the additional challenges that some vulnerable students may face.

4.2 Guidance special to governors is embodied in the school's constitution and the letter of appointment issued to each new governor.

4.3 Where any adult individual perceived to be acting in a manner that is in clear and consistent contravention of the philosophy outlined above, the Head will take action deemed appropriate to the individual case and circumstances but ensuring that the governing body of the time are either informed or consulted, as considered appropriate to the severity of the issue concerned. As reiterated in the policy referring to pupil discipline, it is felt inappropriate to be so specific as to the offence and consequent sanction as consideration of individual circumstances have a part to play in dealing with any specific case.

4.4 We work with parents to understand their pupils and their behaviour and believe that in conjunction with behaviour boundaries and consequences, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

4.5 Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately.

4.6 Under no circumstances will corporal punishment be used. If physical restraint is needed to prevent the pupil from harming himself or others a note will immediately be made on the pupil's file and parents will be informed.

4.7 We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet personal needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of students with SEND or personal needs. An Individual Behaviour Plan (see appendix 2) will be used for pupils whose needs cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

4.8 The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills. For more information, see the **Anti-Bullying Policy**.

5.0 Responsibilities of the Head

5.1 The Head's role is crucially important both in their demeanour and attitude towards good behaviour and discipline and the way the head provides leadership so the school can attain its aims. The Head is directly responsible to the Governing Body for ensuring that good behaviour and discipline are an integral part of the way in which the school and pupils are managed. Together she and the Governors will ensure that they are at one in this approach to discipline.

6.0 Responsibilities of the Deputy Head Pastoral

6.1 The Deputy Head has the responsibility:

- To liaise regularly with staff regarding the behaviour of the pupils in their class
- To monitor behaviour outside the classroom (for example breaktimes, hall, dining room)
- To ensure that all staff have consistent expectations of the way pupils should behave.
- To ensure that staff follow the stages for unacceptable behaviour as outlined in paragraph 15.
- To decide an appropriate course of action or consequence when a child moves to stage 3 Minor disruptions.
- To meet with parents should unacceptable behaviour continue and discuss the situation.
- To involve the head if a pupil continually breaches the rights of others or if there is a continued deterioration of behaviour and all attempts to support and help are ignored.
- To consult with parents, the form teacher and SENDCo where a child moves to stage 4. At this stage, the pupil is placed on an individual behaviour plan.
- To monitor the behaviour plan regularly. If a child's behaviour is not improving, they may need to move to stage 5.

- To liaise with the head regularly regarding behaviour in the school as well as those at any stage of unacceptable behaviour.
- To keep records of the behaviour within the school.
- To review CPOMS regularly.
- To be available to speak to parents about their concerns.

7.0 Responsibilities of the Teaching Members of Staff

7.1 The form teacher is responsible for the behaviour of the class during lessons and for ensuring that work is done as required. If there are difficulties with behaviour, it is worth teachers considering their methods and approach before being wholly critical of the pupils.

7.2 All teachers and staff should have consistent expectations about the way pupils should behave. A key ingredient of good discipline is a positive pupil-teacher relationship.

7.3 Teachers should consider the following points;

- Humiliating pupils' breeds resentment.
- Shouting too much diminishes the impact of a raised voice,
- Over-reacting may mean problems will grow.

7.4 To input any behaviour incidents onto CPOMS within 24 hours of the incident.

7.5 To discuss any issues regarding the behaviour of any child in their class with the Deputy Head pastoral.

7.6 To monitor and report children who are absent from education to the DSL, particularly on repeat occasions or prolonged periods. This reflects Behaviour in Schools Guidance (February 2024) and Keeping Children Safe in Education 2024, Working Together to Improve School Attendance (August 2024). All staff recognize that attendance is something which can be impacted by mental health. Staff need to be aware of how these children's experiences can impact on their mental health, behaviour, attendance and progress at school.

8.0 Responsibilities of the lunchtime staff, after school care staff and extra-curricular providers

8.1 The lunch and after school care staff are responsible for the behaviour of the children during lunch time and at after school care.

8.2 To liaise with teaching staff and/or the Deputy Head pastoral regarding any difficulties with behaviour.

8.3 To follow any IBP or One page profile documents written for particular children.

8.4 To ensure that positive behaviour is always encouraged.

8.5 To record any behaviour issues on CPOMS as follows:

8.5.1 Lunchtime assistants to complete a 'Behaviour Incident Report' form found in the staffroom, and to input the information onto CPOMS within 24 hours of the incident, ensuring that the relevant teacher is alerted by using the 'Alert Staff Member' option.

8.5.2 After school care staff to input details of any behaviour issues onto CPOMS as soon as reasonably possible, and no later than 24 hours after the incident has taken place, ensuring the relevant teacher is alerted by using the 'Alert Staff Member' option.

8.5.3 Extra-curricular providers to complete a 'Behaviour Incident Report' form found in the staffroom, and to pass onto the Bursar (or other member of SLT) to be inputted onto CPOMS within 24 hours of receipt. The Bursar will ensure the relevant teacher is alerted by using the 'Alert Staff Member' option.

9.0 Responsibilities of the Pupils

9.1 The school expects all its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying or bringing intentional harm to other students or staff will not be tolerated. Pupils are ambassadors to our school even when off school premises and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any consequences that they receive. This extends to any arrangements put in place to support their behaviour.

9.2 It is obvious that with an age range of 3 to 11, there will be a difference in what can be expected from any given age group. However, the aim is to ensure that the guidelines that follow are realised as far as it lies within the capacity of different aged pupils to do so. In considering what follows, it must be remembered that we are dealing with pupils who are learning and may make mistakes. The reaction to the mistakes should therefore be different from that meted out to older pupils or adults. Of course, pupils deliberately do wrong at times, but even so consideration is needed of the point first made.

- Pupils are expected to show co-operation to staff instructions.
- To show tolerance, respect, courtesy and kindness to all others in the school community and to have a sense of responsibility.
- To learn that no child has a right to make its presence felt to an extent which causes distress to others. This making of presence felt can be done physically, verbally, psychologically or in several other ways.
- To conform to currently acceptable standards of language and behaviour.
- Not to persecute the different, be that difference intellectual, temperamental, visual, physical, racial, religious or any other.
- To co-operate with one another.
- To be inclusive not exclusive of their peer group and to show concern for those in need of friendship or support.
- To try to understand as appropriate to their age, that everyone has feelings. Unselfish consideration of the feelings of others and opinions need to be balanced with give and take against selfish pursuit of one's own ends.
- To treat others as they would wish to be treated.
- To realise that there is a happy medium to be aimed at in all the above, because every child has a right to develop as an individual and as its own person within enormously wide parameters of acceptability.

9.3 Staff need to be aware of these ideas and help pupils to develop along the lines described.

9.4 Under no circumstances will inappropriate items be brought into school, and all pupils will respect and look after the school premises and environment.

10.0 Responsibilities of Parents

10.1 Parents play a big part in ensuring that their pupils are responsible for their own behaviour in school. We ask that parents respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine; ensuring that pupils are at school on time, appropriately dressed, rested, and equipped will encourage children to adhere to school rules and procedures.

10.2 We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with the head, deputy head or form teacher to discuss their child's behaviour and to support any indicatives agreed that will benefit the child.

10.3 In the case of exclusions, we ask that parents provide appropriate supervision for their child during the time that they are excluded from school and, if invited, to attend a reintegration meeting at the school with their child.

11.0 Responsibilities of the SENDCo

11.1 Both the SENDCo and deputy SENDCo will observe the pupils causing concern and discuss behaviours with the form teacher.

11.2 To work alongside the form teacher to write an individual behaviour plan (IBP - see appendix 3) if necessary.

11.3 To discuss the IBP with parents

11.4 To review the IBP with the form teacher after the arranged time.

11.5 To write a one-page profile if a child requires assistance with a variety of issues which include behaviour.

12.0 Responsibilities of the Governors and Trustees

12.1 The board of Trustees and Governors receive a report from the head regarding behaviour in school.

12.2 They will be informed of any pupils at stage 5.

13.0 Bullying

13.1 Branwood Preparatory school wants to make sure that all pupils feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.

13.2 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their

peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action. For more information, see the **Anti -Bullying Policy**.

13.3 The Protected Characteristics (as listed in section 4 of the Equality Act 2010) are an important part of our work, and they are respected at this school.

14.0 Rewards and Sanctions

14.1 Whereas a robust behaviour policy must have sanctions it must also have rewards for good behaviour. Good behaviour and discipline are integral parts of school life and are necessary both for pupils to be able to learn, and for their safety and well-being. The school believes that good behaviour and discipline instil into pupils such values as respect for others, for property, or honesty, for trust and fairness, for self-respect and self-discipline. In turn these qualities help pupils to grow into responsible adults. Hence good behaviour should be rewarded.

14.2 Rewards

The following rewards are used to promote good behaviours

- A positive word of praise
- A 'smiley face' or comment, depending on the age or reading ability of the pupil, by a specific part or at the end of the piece of work.
- A sticker is given for good effort or achievement academically or for positive behaviour.
- A star given for good effort or achievement academically or for positive behaviour.
- Sticker charts in KG1 and KG2. Once a child has reached 10 stickers, they can choose a prize from the treasure box.
- Praise in front of a group, their class or another class.
- Move to 'superstar' on behaviour chart (KG2)
- An informal or formal comment made to parents about the pupil's achievement, either verbally or in the reading diary, if appropriate, accompanied by a copy of the piece of work.
- Taking the work to show the Head
- Giving the children merits for in-the-moment examples of individual good behaviour.
- Presentation of certificates in Early Years assembly during each Friday morning
- Presentation of an award certificate or merit sticker in the commendation assembly by the Head and Assistant Head. (Form 1 upwards)
- A photograph of work or the child with an explanation on the appropriate webpage
- Use of the school report to comment favourably on positive attitude, effort and ability not only academically but on behaviour and involvement in school life.
- The use of house merit stickers with the aim of getting Bronze, Silver and Gold Certificates (for Form 1 pupils upwards)
- To take home the class toy for the weekend.
- To be a Special Super Star for the week.
- Positions of responsibility in the school e.g., prefects, house captains and buddies etc.

14.3 Sanctions we use when dealing with poor and unacceptable behaviour may include:

- talking about what has happened and giving the child time to explain.
- being placed on the 'cloud' or 'storm cloud' in KG1 and KG2.
- Being placed on the 'cloud' in F1 and name on board for F3
- conversations with parents

- having some time out to have a think
- to apologise verbally and write a letter or draw a picture.
- discussing what is acceptable behaviour during carpet sessions.
- conversations with parents
- focus sessions in class e.g. kind hands, kind words.
- withdrawal of privileges.
- weekly or daily formal report completed by the head and the form teacher
- withholding participation in any school trips or sports events
- penalty points in Forms 3-6 (see appendix 2)
- keeping in at break times
- drawing up an individual behaviour plan (IBP see appendix 3)

We must ensure that in dealing with such behaviour we use appropriate sanctions which are **age appropriate, immediate, fair and consistent**. We make clear why the sanction is being applied and what change in behaviour is required to avoid future punishments.

All behaviour is monitored using CPOMS. This is reviewed by the Head or Deputy as required and any incidents are raised either in the staff meetings or termly pupil review meetings.

A monitoring form for behaviour log is kept annually of all incidents.

An annual review of behaviour is included in the heads report to governors in the form of a behaviour tracker.

15.0 Strategies for dealing with different types of challenging behaviour in Early Years

15.1 Biting

Biting is reasonably common in toddlers up to 2 ½ years old, but it is a behaviour that causes lots of concerns amongst adults and needs to be discouraged. It is important to try to understand why the child is biting and teach alternative solutions. Parents of the victim will be informed and advised to seek medical help.

Collect information:

When does it happen?

How often does it happen?

With whom does it happen?

What else is happening at the same time?

When does it not happen?

What is the child trying to communicate?

What alternative behaviours can we encourage?

Are there any child protection issues or concerns?

Have I discussed this with parents/carers?

Have we agreed joint approaches to his/her behaviour?

Have I discussed this with other people in my team?

Have we agreed ways forward?

If there are any child protection concerns, then discuss with DSL.

Strategies:

- Trying to divert or distract the child if you think that they are going to bite (... come and play with the trucks, let's ask Mrs Coffey for those Peppa Pig pots if she has any)

- Saying “ouch, hurts” with an appropriate facial expression.
- Encouraging child to help looking after the hurt child
- Saying “stop” firmly with an accompanying hand signal.
- Regular input on using gentle hands- can be modelled through play with toys or musical instruments.
- Use resources to look at what mouths are used for (laughing, smiling, kissing) and look at mouth shapes in the mirrors.
- Praise the child when they are using their mouth to do the right thing

15.2 Hitting, Kicking, Pinching or Scratching

Pupils may demonstrate these behaviours directed to peers and adults. These behaviours can cause strong feelings amongst the adults who must deal with them including annoyance, frustration, anger, embarrassment and upset. These feelings are normal.

Information collection:

When does it happen?

How often does it happen?

How do people respond when it happens?

When does the child not behave like this?

What is he/she trying to communicate?

Have I discussed with parent/carers?

Have I got the full picture whether/when this happens at home?

Have we agreed joint approaches to this behaviour?

What alternative behaviours can we encourage?

Have I discussed with other people in my team?

Have we agreed ways forward?

If there are any child protection concerns, then discuss with DSL.

Strategies:

- Establish and teach clear group rules, e.g.: “We are nice to one another”
- Do small group activities focused around gentle hands, feet, etc. Model to pupils how to play in different situations and model language of sharing (pretend to be a child)
- Regular reinforcement of positive behaviours (praise, attention, etc)
- Ensure that there are real consequences in place, for example, if we kick, we sit quietly for a short time (timer) away from other pupils.
- Try distracting and diverting the child- intervene early. (If you watch him/her dealing with a difficult situation, voice out positively how well he/she is going to share the toys or letting another person getting on the bike)
- Provide activities where pupils can express their feelings (puppets, animals, circle time, quiet areas)

15.3 Refusal

It can be very frustrating when a child refuses to do what is expected of them. Some pupils are so excited by all the activities around them that they find it difficult to stop. Others are not quite used to doing as asked by adult. Staff need to decide how important their request is and decide what “battles” they are going to have and which are best left.

Information collection:

Consider the child's age/ developmental stage
 Are they experiencing difficulties (developmental, social, emotional)?
 Think about what activities they enjoy.
 Is what is being asked reasonable?
 Relationships with adults and pupils
 What is the child trying to communicate?
 Have I discussed this with the child's parent/carers?
 Have we agreed some strategies to try and support the child?
 What alternative behaviours can we encourage?
 Have I discussed this with other people in the setting to agree a collective approach?
 If there are any child protection concerns, then discuss with DSL.

Strategies might include:

- Giving plenty of warning of change- sand timers or visual timetables.
- Using when... then; when you finish then you...
- Choose activities that they like to build up a habit of compliance.
- Shortening the length of time of the activity.
- Change the activity or social grouping.
- Making sure that the activity is appropriate to them.
- Giving lots of positive attention when child participates in adult-led tasks.

15.4 Tantrums

Tantrums are normal part of development for most pupils between the ages of 18 months to 3 years. Often referred to as "the terrible twos" pupils want things and get very frustrated if they are not given what they want immediately. This often results in them throwing themselves on the floor, kicking, screaming and banging their heads in the hope that this will get them their own way. If adult give pupils what they want when they have a tantrum, then the pupils quickly learn that this approach is effective.

Information collection:

When does this happen?
 How often? For how long?
 Under what circumstances?
 What things distract/calm/motivate this child?
 What is the child trying to communicate?
 Have I discussed this with parent/carers? If so, ask questions above Have we agreed an approach across home and setting to manage his/her behaviour.
 What alternative behaviours can we encourage?
 Have I discussed with colleagues?
 Have we agreed a collective approach to manage this behaviour?
 If there are any child protection concerns, then discuss with DSL.

Strategies may include:

- Diversion/ distraction- if the tantrum can be spotted early.
- Swapping with another adult- a fresh approach.
- Ignore the tantrum until it is over, and the child has calmed down.
- Keep reassuring them: "It is ok"
- Provide a special place where the child can go and calm down.
- A special toy to hold and cuddle. Teach the child words they can use to express their feelings and encourage them to use them.

- Get another child to come and play with them.
- Physical intervention should only be used when there is a risk of damage to the child, other pupils or property.

15.5 Inappropriate language

When young pupils swear or use bad language, they are usually copying someone they might have heard at home or elsewhere. They do not usually understand what the words mean but may have noticed the reactions that they get when using them. The more attention they get for using these words, the more likely they will continue using them.

Information collection

What is being said?

How often is this happening?

How do people respond when this happens?

What is the child trying to communicate?

Discussion with parent/carer about how to deal with this language use at home. Explain that you do not use this word in your setting and that you would like their help to stop them being used. This discussion might need some sensitive handling (I know that sometimes us as adults use all kinds of words without even thinking but we need to remember that our pupils do copy us, that is how they learn. How shall we help to use other words?)

What alternative behaviours can be encouraged?

Have I discussed this with other people in the setting? in my team?

Have we agreed ways forward?

If there are any child protection concerns, then discuss with DSL.

Strategies might include:

- Selective deafness and the occasional “We don’t use those words here”
- Ensuring that the same strategy is used at home at the same time. Maybe both parties can choose to ignore everything for a week- but give lots of attention for an agreed alternative behaviour.
- Offer the child alternative words they can use to express themselves.

16.0 Stages of dealing with unacceptable behaviour

Stage 1

Pupils are to follow the school rules:

- We will be kind and considerate
- We will listen and follow instructions
- We will look after our school and possessions
- We will walk in and around our school except in play areas

Pupils are expected to aspire to this, and reward systems are designed to reinforce and promote this.

Stage 2

Minor disruptions (e.g. distracting others, poor concentration, showing poor manners, grabbing, talking in an inappropriate voice, interrupting, lacking awareness of others, pushing or running). This is dealt with in class by the form teacher/teacher assistant using gentle verbal and non-verbal reminders.

At Branwood we follow this process:

1. Verbal or non-verbal reminder

2. Reminder of the consequence –

In KG1 and KG2- The child is to place their name on the rain cloud and the teacher will ensure that the child understands why they have been moved to the rain cloud and that they know that they can make the right choice so they can go back onto the cloud. The member of staff will also discuss with the child the consequence i.e. names on the rain cloud and time out. The child's name stays on the rain cloud for the appropriate length of time. This is also helpful for specialist teachers to see and enables them to support our behaviour management system.

Forms 1 – 6 – if the pupil continues, they will have their name written on the board.

3. Consequence - The consequence (name on cloud and time out/name on the board) is carried out and the child is required to articulate:

What they did

Why they did it

Which rule they broke

What would be a better choice next time?

What they can do to help

At this stage penalty points may be given out to forms 3-6.

Stage 3

Continued Minor disruptions

If a child continues with this unacceptable behaviour three times during one week, the form teacher brings the child to the deputy head. The child is spoken to and this person who logs the incidents and will decide on an appropriate course of action or consequence. Should this unacceptable behaviour occur again during the following week, the form teacher will then ask parents to come and discuss the situation.

Pupils who are demonstrating more challenging behaviour will be warned the first time and parents will be contacted. On the second occasion, the child will jump straight to stage 4.

There may be occasions when it is appropriate for a child to see the Deputy head straight away. This may include poor attitudes to learning and work which may be disrupting the teaching group or unresponsive, rude or aggressive behaviour. The member of staff will deal directly with the child and the behaviour is dealt with appropriately. Such incidents and sanctions are logged. The form teacher will then discuss the incident with the child's parents, with the support of the head of Early Years.

Stage 4

If a child continually breaches the rights of others or there is continued deterioration of behaviour and all attempts to support and help are ignored, the Head becomes involved. The child is then, in consultation with parents, form teacher and Deputy, placed on an individual behaviour plan (see appendix 3). All discussions are logged, and the individual behaviour plan monitored carefully and reviewed regularly.

Stage 5

At this stage behaviour is now deemed serious enough to warrant exclusion. This issue is dealt with direct by the Head. See Appendix 1 - Exclusion Policy and Procedures

17.0 Links to Other Policies

17.1 The Behaviour Management and Discipline Policy should be read in conjunction with other policies such as Safeguarding, depending upon the reason for referring to policies.

Positive Handling

Exclusion Policy

Anti- Bullying

EYFS Policy

Appendix 1: Exclusion Policy and Procedures

It is important to note that exclusion, whether temporary or permanent, is a last resort. Permanent exclusion is used only in the most serious circumstances.

The decision to exclude a pupil will be taken in the following circumstances;

In response to a serious breach of the School's Behaviour Policy

If allowing the student to remain in School would seriously harm the education or welfare of the pupil or others in the School.

Exclusion is an extreme sanction and is only administered by the Head (or, in the absence of the Head, the member of the Senior Leadership Team who is acting in that role). All exclusions should also be referred to the The Board once this measure has been decided upon.

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Behaviour Policy;

WHAT BEHAVIOUR MERITS EXCLUSION?

Examples of such behaviour include

- Drug abuse
- Alcohol abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Racist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

This is not an exhaustive list and there may be other situations where the Head makes the judgment that exclusion is an appropriate sanction.

Should any of the above issues arise, apart from the final one, parents are to know that written records will be kept of each and every incident and that they will be informed as they occur being invited into the school to discuss what has happened and what strategies are to be invoked to help their child overcome his/her anti-social behaviour.

Parents should also know that the 'sufferer's' Parents will also be informed and given opportunity to voice their perspective or concerns. However, if the severity of the initial incident merits more immediate action or if the behaviour shows no sign of abating or improvement, it may be necessary for the school to either temporarily or permanently exclude their son from BPS. If the exclusion is permanent, BPS will assist the Parents in their search for an alternative setting for their child. Parents are asked to refer to the 'Terms and Conditions' document with regards to the last issue on the above list.

Should any Parent feel that they have been unfairly handled, they have the right of appeal to the Chair of Governors. They should present their views in a written form to which the Chair of Governors will respond indicating what action they propose to take.

Exclusion procedure

Most exclusions are of a fixed term nature and are of a short duration.

The Board will be required to review promptly all permanent exclusions from the School and all fixed term.

Following exclusion parents or guardians are contacted immediately where possible. A letter will be sent by post, or in person, giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Board of Trustees.

A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians. The length of fixed term exclusions will be left to the professional judgment of the Head and discussed in partnership with the School Board. In the event fixed term exclusion is administered by a member of the senior management team the length of this exclusion will always be discussed with a member of the School Board in the absence of the Head.

Work will be provided by the Form teacher.

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered.

1. The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. When a serious criminal act has been committed, the school will involve the police in any such offence.

General factors the School considers before making a decision to exclude.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head will;

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the school policies
- Allow the student to give her/his version of events
- Check whether the incident may have been provoked.

If the Head is satisfied that on the balance of probabilities the pupil did what he or she is alleged to have done, exclusion will be the outcome.

In the event of exclusion a protocol letter will be sent to parents, on school letter head and can only be signed by the Head or Deputy in their absence. If this means that the pupil is being taken off the school register the LA will be informed.

Appeals against exclusion

The school will always offer the right of appeal to any pupil excluded from the school. Any appeal against exclusion will be dealt with under this Policy rather than under the school's Complaints Policy, and should be made in writing Head within one week of the pupil's exclusion. An appeal meeting will follow within 30 working days, if practicable, to which the parent may be accompanied by a friend or relative if they wish (although legal representation is not appropriate). The appeal will usually be heard by at least two of the school's governors and one person who is independent of the running of the school. The school will accept the appeal decision as final.

Appendix 2: The Penalty Point System at Branwood Preparatory School F3 to F6

At Branwood we are always looking to reward good behaviour but on occasion we also must deal with poor behaviour.

Consequently, starting this academic year upper school staff (F3-F6) will be implementing a system aimed at monitoring pupil's behaviour.

The system will involve giving pupils penalty points should they misbehave either within the classroom or outside. Should a child receive 15 penalty points they will be expected to serve a lunchtime detention with the one of the Senior Leadership Team and parents will be officially informed in writing. However, if the same child collects another 15 penalty points in the same term, they will then be placed on weekly school report until the situation is rectified.

The award of penalty points will of course be at the professional discretion of all staff both teaching and non-teaching but as a general guide our children will be given penalty points for the following. However, this is only intended as a guide.

Homework not done 3pp

If children need a second reminder to behave appropriately in class 1pp

Misbehaviour in assembly after warning 1pp

Misbehaviour in the playground or around school 1pp

Reading Record or homework diary not signed/filled in properly 2pp

Failure to wear school uniform correctly after warning 1pp

Attending school without the appropriate equipment 1pp

Untidy, inadequate or non-existent work during class lessons 1pp

Forgetting P.E. kit or swimming kit 3pp

Moving around the school inappropriately 1pp

Other penalty points will be given out as and when appropriate

It is important to note that each pupil will begin each new school term with no penalty points against their name i.e. the previous terms totals will be cancelled.

Penalty Points will be recorded on the School Dojo System

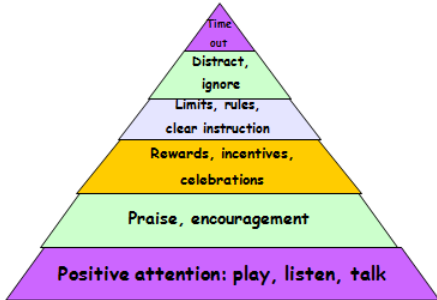
We expect high standards at Branwood School, and we hope that you will support us in this initiative.

Appendix 3: Independent Behaviour Plan (IBP)



Branwood Individual Behaviour Plan 2020-2021

This plan aims to assist the staff and parents/carers in understanding children's behaviour. It identifies positive aspects of children's behaviour and gives praise. It also identifies inappropriate behaviours and provides ways of managing them.

Name:		Class teacher:	
DOB:		SEND CO:	
Evaluation of Previous Plan			
			
Stage One: Identify Behaviour			
Stage Two: Promote and Reward Positive Behaviour			

Appendix 4 – One Page Profile



One Page Profile
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