



Brompton-Westbrook Primary School

The Westbrook Trust

Head Teacher: Mrs S. Mason

Kings Bastion, Brompton, Gillingham, Kent ME7 5DQ

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@BWPrimary

POLICY ON: BEHAVIOUR

General Principles and Beliefs

See Fair Charter.

- Develop in children self-discipline and respect, for themselves, others and the environment
- Ensuring pupil safety, prevent bullying and secure academic achievement
- Embrace the view that no behaviour strategies can match the power that strong and positive relationships generated by a caring class teacher can have on pupils
- Have clear expectations and apply discipline consistently and fairly
- Teach good behaviour through the use of good behaviour strategies and by providing good role models
- Create calm with orderly classrooms and transitions
- Provide high quality, regular and timely training for staff
- Understand that challenging behaviour can be managed, but can also be modified or changed
- Understand that supporting children with challenging behaviour is the responsibility of all school staff, their parents and other experts and not just the class teacher
- Have a code of conduct (Fair Charter) with rules, rights and responsibilities clearly stated
- Apply the view that simplicity is key to success
- Manage behaviour positively using a system of rewards and consequences
- Provide for pupils special educational needs so that they are not disadvantaged by gender, race, religion, sexual orientation or disability
- Support the principles through the curriculum and especially by the teaching of PSHCE (Personal, Social, Health & Citizenship Education), RE (Religious Education) and during Collective Worship

Fair Charter

The School has a Fair Charter which is based on the principle that a school needs rules to protect the rights of all and that everyone has to take responsibility for ensuring that this happens. It has been discussed with and agreed by the children and includes examples which act as a Code of Conduct. In addition, the school is a UNICEF Rights Respecting School and must, as part of its work, have Class Charters and these can be seen displayed in every classroom. (*App i Fair Charter*)

School rules

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The Fair Charter, mentioned above, describes the simple aims of this policy. The school also has a motto 'Right place, right time, right kit, right mind'. This motto is used most frequently as a reminder to children about how to behave. It is supplemented by more detail and included in the 5 basic whole school rules that are simple and easy for everyone to remember. They are displayed everywhere in the school and children are regularly reminded of them through the curriculum. There are also simple, practical rules specifically intended to help children during unstructured times when they are required to be more independent such as when they are in the dining room and outside at play. (*App ii Rules*)

Expected standards of behaviour

When staff keep to the behaviour policy and class routines, children feel safer and happier and behaviour improves. It is everyone's responsibility to maintain rules and routines. The Fair Charter and the school rules make the kinds of behaviours we encourage and expect clear to all.

Some examples however include: Using people's preferred names; following directions from staff straight away; looking after their own, the school's and other people's property; being helpful and cooperative; being attentive, industrious and working with others; using only acceptable language

Rewards

From time-to-time, everyone needs to be praised and rewarded for what they do. This acts as a motivator and improves self-esteem. However, it is important to avoid the over use of praise, which will devalue it, over emphasising praise by the frequent use of superlatives and the giving of 'empty' praise by making comments like 'well done' and 'fantastic' without giving context to the comment.

The school reward system applies to all children and in addition, through personalised plans for children with special educational needs, short-term rewards are used. These must not operate in a way that causes children to believe that some children are rewarded for bad behaviour. Ensuring that children actually receive rewards every time they have earned them is very important. A culture where consequences are issued but rewards forgotten will soon, inadvertently, give the message that good behaviour is less important than the things children do wrong. Therefore a recording system for rewards, that can be checked and monitored, is used and staff are aware that giving rewards must have a higher profile than giving consequences. The 'tariff' of rewards is displayed in every classroom.

Ideally, children will be intrinsically motivated and have a self-desire to seek out new things and new challenges, to analyse their own capacity, to observe and to gain knowledge. This means that they will be interested in and enjoy a task without relying on external pressures or a desire for reward to do well. This is more likely if children attribute their educational results to factors under their own control; believe they have the skills to be effective in reaching their desired goals; are interested in mastering a topic, not just in achieving good grades. Intrinsic motivation can be long-lasting and self-sustaining however, fostering intrinsic motivation can be slow to affect behaviour and can require special and lengthy preparation.

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Usually extrinsic motivation is used to ensure that a child shows the desired behaviour. However, extrinsic rewards can lead to over-justification and a subsequent reduction in intrinsic motivation. The school has worked hard to ensure that the balance between the intrinsic and extrinsic motivation is appropriate with the aim being that the more intrinsically motivated children are the better. We therefore recognise children's achievement rather than reward them. (*App iii Rewards*).

Consequences

A range of consequences will be used to ensure that children understand the fundamental principle that everyone in the school community has rights, that there are rules in place to make sure these are protected and that we all have to take responsibility for making sure this happens. The Fair Charter is based on this principle. If children break the rules and impinge on the rights of others, then there will always be a consequence. The 'tariff' of consequences is displayed in every classroom. (*App iv Consequences*)

There is clear guidance from the DfE on managing behaviour and on the use of exclusions. This guidance has been to development this policy and particularly in respect of the consequences that a school can apply. (*App v DFE Guidance*).

In order to keep a regular check on the attitudes and behaviour of children, teachers will use Assertive Mentoring and other guidance materials. Some of these documents act as strength and difficulty checklists and an early warning system to help prevent the escalation of challenging behaviour and the need for higher level consequences. The school is obliged to keep records of behaviour and analyse them carefully to indicate and combat negative trends.

Behaviour Recovery

This school will sometimes separate children from their peers for an extended period of time e.g. half a day or a day. This strategy may be as a precursor to exclusion and instead of it where a child responds well to its use. This is a very high level consequence that is rarely used. It is staged, in that sometimes the separation will be in another class whilst at others it will be supervised by a senior or appropriately trained member of staff. The place, time, duration, supervision and activities for the child will be carefully planned and shared with parents. Exceptions will be where it is decided at short notice that separation from peers is immediately required and children will be removed to a calming space. Parents will be informed at the end of the day or by telephone if possible. The health and safety of pupils and any requirements in relation to safeguarding and pupil welfare will be take into account and pupils will be given time to eat or use the toilet. Because the child in Behaviour Recovery is not allowed to mix with their peers, it will be classified as Restrictive Physical Intervention, even though it will have been agreed by the pupil and their parent / carer beforehand.

If a child does not benefit from this intervention, parents / carers will be called to an immediate meeting after which it is expected that they will support their child to complete the behaviour recovery session. If however this is still not effective, the head teacher may move to an exclusion. If the parent/carer decides that they want to take their child home before the end of the school day, this will

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be counted as an unauthorised absence but only if the head teacher has not already sanctioned an exclusion.

Exclusions

Fixed Term

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The government is clear that head teachers should feel confident in using exclusion where they consider it to be a lawful, reasonable and fair action. The decision to exclude will depend upon the seriousness, or persistence, of the pupil's behaviour, together with the impact of not excluding the pupil on the school as a whole and the integrity of its behaviour policy.

Whilst every effort will be made to identify pupils at risk of exclusion, consider causal factors and to put in place strategies to avoid it, there will inevitably be exclusions if discipline is to be maintained. The head teacher will take account of his/her legal duty of care to a pupil when taking a decision to exclude. The school will apply the strategies outlined above and may request a multi-agency assessment and/or alternative provision. Schools have powers to direct pupils off-site for education to improve their behaviour. Laws of discrimination still apply. Parents will receive written communication about any exclusion which will include details about requesting reviews.

Children will be given work to complete at home for the first five school days of an exclusion and alternative provision will be arranged from the sixth day in each period of two school terms (1&2, 3&4, 5&6). After an exclusion, the school will plan the pupil's reintegrating and discuss future behaviour with them and their parent / carer.

The school also has the authority to exclude children for the lunchtime period and this will count as one session or half-day. When establishing the facts in relation to any exclusion the head teacher must believe that something is more likely than not to have occurred - on the balance of probability

Permanent Exclusion

It is for the head teacher to decide whether a child's behaviour warrants permanent exclusion such as a serious breach, or persistent breaches, of the school's behaviour policy or where a pupil's behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school. Allowing pupils and parents an opportunity to present their case before taking the decision to exclude will help to ensure that the decision is fair, although this may not always be practicable. The school will have regard to any contributing factors such as recent bereavement, mental health issues or being subject to bullying or other emotional stress.

Anti-Bullying

The school has an anti-bullying policy uses the 'No Blame Approach'. It sets out a system for investigating and dealing with claims or incidents of bullying which must be followed by all staff. Victims may receive support such as help with friendships, being more assertive or counselling.

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Safeguarding

The school has legal duties in respect of safeguarding and in respect of pupils with special educational needs, if the behaviour of a child under review gives cause to suspect that they are suffering, or likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' Child Protection Policy. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, school leaders will discuss whether a multi-agency assessment is necessary.

Discipline beyond school time

Teachers may discipline pupils for misbehaviour when they are taking part in any school organised or school-related activity. This includes when children are travelling to or from school, are wearing school uniform or are in some other way identifiable as a pupil at the school.

Consequences will be applied if a child's actions could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school. Examples include:

- Damaging or littering the school building, grounds or outside equipment
- Being in a part of the grounds or using equipment that is out of bounds at that time
- Hurting, stealing from, threatening or being rude to others, whether they are adults, children or members of the public
- Behaving unsafely e.g. in the road, climbing or not going straight home / to school, running around instead of waiting sensibly at the start of the day
- Trespassing
- Misuse of technology and social media (E-Safety), including incidents of bullying

Screening and searching pupils

The school has the legal power to search without consent and to use such physical intervention as is reasonable, given the circumstances, to conduct a search. The school cannot use physical intervention to search for any item banned by the school rules and **not** on the list below:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

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From time-to-time, the school will decide to restrict items that children are allowed to bring to school. This will be communicated to parents in the usual manner. These items may be confiscated and could include mobile phones or trends that involve games or toys that result in problems or injury.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the school to decide if and when to return a confiscated item. More detailed advice is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'. Other confiscated items will either be kept safely by the child's teacher until the end of the day or sent to the school office for collection by the parent, depending on the item's value.

The use of restrictive physical intervention (DfE reasonable force) and other physical contact

Adults in school have the power to use restricted physical intervention (RPI) to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (see also powers to search above). Schools do not require parental consent to use RPI.

The term used by the DfE is 'reasonable force' and it covers the broad range of actions. It is usually used either to 'control or restrain'. This can range from guiding a pupil to safety by the arm through to breaking up a fight or where a student needs to be restrained to prevent violence or injury. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Reasonable means using no more force than is needed to control a child's behaviour – minimum degree for the shortest time

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control to overcome rigorous resistance – completely directing and controlling a child's free movement

Proportionate means the strategy used in proportion to the behaviour of the person

Necessary means safeguard the person or others or prevent significant damage to property

RPI can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Below are some examples of situations where it might be used.

- remove disruptive child from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

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- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

RPI in the form of restraint will NEVER be used as a punishment.

Training will be provided to key staff so that they feel confident in using RPI appropriately and safely, taking into account the needs of the child when doing so. In each case, such an event will be considered as a serious incident. A record must be made and although it is not obligatory, parents will be informed.

All complaints about the use of RPI will be thoroughly, speedily and appropriately investigated. However, where a member of staff has used RPI in order to prevent injury, damage to property or disorder, this will provide a defence to any criminal prosecution or other civil or public law action. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true. It is not for the member of staff to show that he/she has acted reasonably.

There are other occasions when physical contact with a pupil, other than RPI, is proper and necessary. This includes times such as leading a child by the hand, comforting a distressed pupil, congratulating, praising or when giving first aid. Touch has a positive impact and there are some situations when abstinence would actually be inhumane, unkind and potentially psychologically or neurobiologically damaging. Examples include the natural and beneficial use of touch in the comforting of a child who is in an acute state of distress. Not to reach out to the child in such circumstances could be traumatising.

Pupils with personal plans and working with other local agencies

This policy applies to all children in the school, whatever their needs or circumstances. However, the rules, rewards, consequences and strategies described here may not be effective with some children because they have a medical conditions or difficult home circumstances. These children are likely to need a personalised approach and may need a personalised plan, specific intervention work and multiagency advice. Whatever the case, all staff must know how to respond to sensitive pupils with special educational needs and follow each stage of the behaviour policy carefully.

It is the responsibility of the Inclusion Leader to share information about children with difficulties and carry out any associated training. The school has a policy on special educational needs which describe how children with such needs will be supported. The policy also includes advice about specific medical conditions affecting behaviour. The SENCo and other senior leaders will meet at least once each term to plan strategies for children presenting the most challenge.

Some examples of how children might be supported are:

Pastoral support, curriculum adaptations, parents supporting them in school, mentoring, counselling, personalised learning plan.

Accusations of misconduct

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Employers have a duty of care to their employees and must act to manage and minimise the stress inherent in any allegations and disciplinary process. Individuals will usually be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action. A named representative will be appointed to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for them. This support might include a referral to occupational health or counselling service. When employees are suspended, which is a neutral act, they must be kept informed of both the progress of their case and current work related issues. Social contact with colleagues and friends must not be prevented unless there is evidence to suggest that contact is likely to be prejudicial to the gathering and presentation of evidence.

If the allegation is proven to be malicious then action will be taken against the child making the allegation. It is important, however, to distinguish between those allegations, which, whilst demonstrably false, are not made with deliberate intent to cause harm and those which are malicious.

- False allegations: there must be evidence that disproves the allegation
- Malicious allegations: evidence must disprove the allegation and prove a deliberate intent to deceive
- Unsubstantiated allegation: there is insufficient evidence to prove or disprove the allegation

Consequences

- False allegations: Children are entitled to continue to receive full access to the curriculum
- Unfounded, false or unsubstantiated allegations should take account of the following factors:
 - A child's special needs
 - If the child is looked after
 - If the child is subject to a child protection plan
 - If the child is likely to settle and return to normal school life
 - If the child is likely to attempt to make further false allegations
 - If the child is likely to resume normal relationships

Arrangements can be made for a pupil to study elsewhere but permanent exclusion is unlikely to be an appropriate response. On occasions, when it is clearly not appropriate for the child to continue attending the school, a managed transfer to an alternative school may be more appropriate. Consideration must be given to the ascertainable wishes and feelings of the child, having regard to their age and understanding but meeting those needs must also be compatible with the efficient functioning of the school.

Where malicious intent is proven, there will be a meeting between the pupil, parent, head teacher and an appointed governor / trustee. The inappropriateness of the allegation will be discussed as will the consequences to be applied and 'ground rules' for the future. Referrals to support services such as Social Care, behaviour support services or counselling might be agreed. Where it becomes evident that the plan is not working, consideration should be given to other alternatives to enable the pupil and the member of staff each to continue his/her business unimpeded by the other.

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Accusations against pupils

As with allegations against staff, when pupils make serious allegations against other pupils, it is important to minimise the stress that they may cause to children and their families. If the allegations are about something that has taken place during school time, there will be a full investigation, that will take into account the views of staff and pupils, and parents will be informed. If the allegation is about something that is alleged to have taken place outside of school, every effort will be made to investigate but access to witnesses might be difficult. However, the school will play its part in finding out what happened and refer to this policy and other information (e.g. anti-bullying, Child Protection, Staff Discipline, Exclusions Guidance) to establish next steps.

If the allegation is proven to be malicious then action will be taken in line with this policy against the child making the allegation. It is important, however, to distinguish between those allegations, which, whilst demonstrably false, were made because the child thought them to be true and those which are malicious.

Referrals to support services may be required if the allegation is substantiated and there might be a need for some work on reconciliation or some mediation. This support could extend to other family members. In some extreme cases, a managed move could be explored.

Role of leaders

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day to e.g. check that pupils come in from the playground and move around the school in an orderly manner
- Check up on behaviour outside the school
- Check the building is clean and well-maintained
- Praise the good performance and behaviour of staff and pupils and celebrate successes
- Ensure that staff praise good behaviour and work
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy
- Monitor the amount of praise, rewards and consequences given by individual staff
- Ensure that staff understand how to manage children with special educational needs
- Have clear plans for pupils with behaviour difficulties and ensure staff are aware of / are trained in how to respond
- Build positive relationships with the parents of pupils with behaviour difficulties

Teachers

- Give a friendly greeting to pupils when they come into the classroom
- Display all agreed information about the policy in the classroom and adhere to it consistently
- Use the system in place to record and follow through with all rewards and consequences.
- Have a visual timetable on the wall
- Refer to the guidance and support materials on managing behaviour
- Have in place and use the plan for children who have special needs

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- Ensure other adults in the class know the plan
- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing
- Differentiate
- Stay calm
- Have clear routines for transitions and for stopping the class
- Teach and use consistently, the class routines

Parents/ Carers

Parents / carers have been consulted in the making of this policy and will be asked to give their views at least biennially. Whenever a child starts school, parents will be given a copy of the Home School Agreement to sign and a copy of the main parts of this policy. In addition, reminders will be placed in the school newsletter as appropriate or at least annually. Staff will ensure that parents receive text messages, letters and invitations to attend school celebration events so that they are kept fully up to date about their child's behaviour and attitude to school. Where there are difficulties, parents will be involved at all stages so that there are no surprises if things escalate to exclusion.

Penalty Notices, Parenting Contracts and Parenting Orders

Parenting contracts and parenting orders can be issued to address poor behaviour. Penalty notices can be given to parents e.g. if pupils are found in a public place during school hours after being excluded. Parenting contracts, parenting orders and penalty notices for misbehaviour can even be applied to pupils outside compulsory school age including those of nursery age.

A parenting contract is a formal written signed agreement between parents and the governing body / trustees (and LA if appropriate). They can be used in cases of misbehaviour or irregular attendance and although they are voluntary, if parents refuse the option it will be recorded. The contract must contain the following:

- A statement by the parents that they agree to comply for a specified period with whatever requirements are set out in the contract; and
- A statement by the governing body agreeing to provide support to the parents for the purpose of complying with the contract.

The school should fund any support required to implement the parenting contract e.g. referral to parenting classes and give information to parents about other types of support available, e.g. details of national and local agencies and helplines.

Parenting Orders are imposed by the court.

Governors

Governor / Trustees will be responsible for approving, reviewing and updating this policy annually and all associated documents as necessary. They will also decide upon, receive and scrutinise data

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that can be used to monitor effectiveness and discuss with the head teacher and senior leaders, what will be done to ensure ongoing improvements.

Governors / Trustees have a key role to play at certain stages in the exclusion process. They must ensure that their training in exclusions is up to date and that there is access to people who can form an independent review panel and a trained clerk who can advise them when required.

Monitoring

The following will be monitored and reported to trustees / governors in a manageable form three times each year:

- Percentage of children with significant behaviour difficulties
- Number of incidents where children are separated from their peers
- Number of exclusions, including for lunchtimes
- Analysis by group of separation and exclusion
- Percentage of children on bronze, silver and gold awards
- Number of RPIs
- Types of behaviours

Other relevant policies and documents

Anti-bullying, Lunchtimes, SEN, Attendance, Child Protection, E-safety, Complaints, Whistleblowing

Appendices

- (i) Fair Charter
- (ii) Rules
- (iii) Rewards
- (iv) Consequences
- (v) DfE Guidance
- (vi) Assertive Mentoring - Assessment of Attitudes
- (vii) Assertive Mentoring - Behaviour Profile
- (viii) Strategies for behaviour management
- (ix) Bill Roger's Least to Most Continuum
- (x) Functional Behaviour Assessment
- (xi) TIES Checklist
- (xii) Serious Incident and RPI form
- (xiii) Record of RPI
- (xiv) RPI Plan
- (xv) Moving Around School
- (xvi) Behaviour Analysis Form
- (xvii) Witness Statement
- (xviii) Reintegration Meeting
- (xix) Pupil Statement

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- (xx) Managing Pupils with ADHD
- (xxi) ASD guidance
- (xxii) Mental Health Guidance
- (xxiii) Touch and RPI Guidance
- (xxiv) Rewards record
- (xxv) Consequences record
- (xxvi) Behaviour Risk Assessment
- (xxvii) Strengths and Difficulties Questionnaire
- (xxviii) Coping in Schools Scale
- (xxix) Provision Map
- (xxx) Behaviour Development Pyramid
- (xxxi) Rewards Chart for Pupils
- (xxxii) Consequences Chart for Pupils
- (xxxiii) Behaviour Recovery Guidance
- (xxxiv) Behaviour Recovery Forms
- (xxxv) Decision Tree

An initial impact assessment under the school's Single Equality Scheme has been carried out for this policy	
A	Positive impact is explicitly intended and very likely
B	An adverse impact is unlikely, and on the contrary the policy has the clear potential to have a positive impact by reducing and removing barriers and inequalities that currently exist
C	An adverse impact is unlikely. On the contrary there is potential to reduce barriers and inequalities that currently exist. There is insufficient evidence, however, for this assessment to be made with as much confidence as is desirable
D	Adverse impact is probable or certain, since certain groups will be disadvantaged, either proportionately or absolutely, or both. Remedial action is therefore necessary
E	Adverse impact is probable or certain for certain groups but the policy as a whole can nevertheless be justified. PLEASE NOTE: Selecting this assessments will necessitate the need for legal advice

Version	1.1
Author	Jane Heyes (CEO)
Approval Date	September 17
Review Date	September 18

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