



In the knowledge that  
we are loved, we are rooted  
by our Christian values.

**Brill Church of England School**

### **Relationships and Behaviour**

Policy Reviewed	Sept 2023
Policy Owner	L.White
Signed Headteacher	L.White
Review date	Sept 2024

## **Introduction**

In its document “Behaviour and discipline in schools” (January 2016), the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils, and parents.

Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Independent Schools Standards Regulations 2010 (Academies).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy. Headteachers are responsible for developing the behaviour policy and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

The Behaviour Policy must include measures to prevent all forms of bullying among pupils. This Policy should be read in conjunction with the following school policies and procedures:

- Special Educational Needs Policy
- Health and Safety Policy
- Admissions Arrangements
- Complaints Procedure
- Child Protection Policy
- Whistle Blowing Policy
- Supporting Children with Medical Needs Policy
- Anti-bullying policy
- Positive Handling policy
- Permanent Exclusion and Suspension Policy
- SEN policy
- Uniform policy
- Transgender policies
- Home School Agreement
- ESafety policy

## **Our Vision**

We strive to provide a school in which everyone feels secure, knowing that they matter and are cared for and we aim to enable everyone in school to have the skills and knowledge to reach their own potential and live up to our motto ‘with the wind in our sails, we shall live life in all its fullness.’

At our core, are strong Christian values that are an intrinsic part of our school culture and the way in which our children conduct themselves at school. Together, we have created an inclusive environment in which all children feel safe and able to learn. We are committed to enabling all children to thrive emotionally, intellectually, physically, socially, and spiritually. We maintain a school curriculum which teaches moral values, attitudes, and promotes responsible behaviour, self-discipline, self-respect and respect for other people and property.

To live life in all its fullness, we expect the highest standards of behaviour and personal conduct within our children - for these are at the very heart of productive learning.

We believe that it is the responsibility of the whole school community to drive our vision and uphold our standards of behaviour - parents, staff, children, and Governors. We are all role models for our children’s learning, and behaviour is at the heart of this.

### **Expected standards of behaviour**

Every pupil must understand that they have the right to feel safe, valued, and respected and learn free from the disruption of others. We believe that the most effective way of achieving high standards of behaviour is to encourage and praise **positive** behaviour.

These are the underlying principles we wish to nurture throughout the school:

- A culture of exceptionally good behaviour: for learning and for life, underpinned by good manners and politeness.
- We work hard and try our best without distracting others.
- We play safely and socialise with others in a considerate and respectful manner.
- All members of the school community are treated with consideration and respect. We particularly value kindness, care, good humour, good sportsmanship, good temper, and empathy for others.
- All members of the school community value others and are polite and friendly.
- We show respect for the culture and belief of others. All pupils, staff and visitors are free from any form of discrimination.
- We show respect for the school environment and other people's property.
- We promote self-esteem and emotional wellbeing; we follow Zones of Regulation. The Zones of Regulation is a systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs to meet the demands of the situation around us and be successful socially.
- School staff help pupils take control over their behaviour and to take responsibility for their actions.
- Staff and volunteers always set an excellent example to pupils. We recognise that all children have the right to feel secure and at Brill they are encouraged to talk and to be heard. Any adult in our community is expected to provide a consistent, supportive approach.

In addition to these principles, which encourage positive behaviour, the following also apply at Brill school:

- Rewards and consequences are consistently and fairly applied by all staff.
- This behaviour and relationships policy is understood by pupils and staff.
- Our Suspension and Permanent Exclusions policy explains that suspensions will only be used as a last resort and outlines the processes involved in suspensions and where necessary permanent exclusions.
- Families are involved in the discussion of behaviour incidents to foster good relationships between the school and pupils' home life. All new parents are asked to sign our Home-School Agreement to show support for our school values.
- The governing board emphasise that violence, bullying or threatening behaviour will not be tolerated in any circumstances.

### **School rules**

All staff, children, governors, and parents recognise that we have the right to learn in an orderly community in which effective learning can take place. As part of our commitment to this right, we have reviewed and simplified our school rules to enable all our children to embrace them.

Our 3 golden rules are:

**“Be READY, be RESPECTFUL & be SAFE”**

We believe our pupils can use these simple words to help them in school and to understand what excellent behaviour may look like when they are ready, respectful, and safe.

Below are examples of what this might be:

*We are READY to learn - we arrive to school on time. We have the correct uniform and PE (Physical Education) kit. We have our equipment ready. We show that we are listening and that our minds are ready to try our very best. We are aware of how we are feeling and how we can help ourselves to feel ready to learn (for example, by talking to an adult.)*

*We are RESPECTFUL - we listen when others speak and we respect the property of our friends in the school, we respect that other people have different ideas, beliefs, and backgrounds to our own, we respect that people may look different and have different needs, but we all feel the same emotions, we respect the law and the rules of school and society. No matter who is teaching us, we will continue to show this level of respect throughout our school day.*

*We are SAFE - we move around the school in a safe manner, we follow instructions to keep ourselves safe, we use equipment safely, we stay safe online and make safe choices in our community. We recognise and report unsafe behaviour in others, and support our friends to make safe choices.*

### **Positive behaviour management strategies to encourage good behaviour**

Pupils should know that school respect them and their work. At Brill School we celebrate and highlight positive behaviour through our own use of positive language and modelling. This further consolidates our high expectations around behaviour. This is a consistent approach used by all staff within the school.

These principles that underpin these strategies (and these policies) are as follows:

- We celebrate and reward good behaviour.
- Our school Christian values are used and reinforced constantly to model to children what good learning behaviours look like and to discuss how to deal with certain situations.
- We uphold a no shouting policy.
- We focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).
- We demonstrate a high level of consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- We adopt a positive but assertive approach where clear boundaries are set and enforced consistently, fairly, calmly, and firmly.
- We use reflection time and mindfulness in class to create a positive climate for learning and to create more awareness of how to self-regulate.
- We encourage pupils to be proud of our school.
- We encourage pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.
- We use restorative practise approaches to support all the above. A restorative approach supports individuals in taking responsibility for their actions, empathising with others, repairing, and strengthening relationships at all levels (see appendix 2).

### **Rewards and Sanctions (Consequences)**

At Brill C of E School, we believe that the most effective way of achieving high standards of behaviour of is to encourage, praise and celebrate **positive** behaviour - We have a full and comprehensive system of rewards including verbal praise and written feedback in lessons. We award Class Dojo points in all classes and year groups. They are given for a wide variety of

reasons; from celebrating pupils showing our school values, to recognising good participation and contribution in lessons or producing high quality work. A full list of school rewards and ways we celebrate pupil achievement and behaviour is set out in Appendix 1C. Although the emphasis is always on encouraging positive behaviour, we have a formalised system for dealing with instances of disruptive and harmful behaviour. These consequences and sanctions are set out in appendix 1B.

### **Strategies for managing challenging behaviour**

The Senior Leadership Team (SLT), in conjunction with the SENCo (SEN Coordinator), may issue a Personalised Improvement Plan (PIP) for any child to improve their attitudes and/or behaviour. A member of the SLT monitor and evaluates the impact of the PIP at the end of each week and may meet parents to review progress towards improvement. If a meeting is held it will be carried out according to the restorative practice principles set out in Appendix 2 in this policy. Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. If, following review, behaviours have not improved a child may be issued with a Red Letter from the Headteacher, which will be sent home to parents/carers informing them of and outlining the concerning behaviours that have taken place. The children will then be put on a Headteacher Behaviour Report (HBR). Any child on a (HBR) reports daily to the Headteacher or a member of the SLT.

### **Serious or dangerous behaviour**

Some serious or dangerous behaviour may require a greater or quicker level of action, e.g., wilful damage to school property, racist/homophobic incidents, verbal abuse and violence towards adults or children. On occasions such as this, staff will consult with a member of the SLT as soon as possible. Serious incidents including any racist or homophobic incidents are not tolerated and may result in a suspension. Such incidents will be recorded on our internal data base and reported to the school's governing board and Buckinghamshire County Council.

### **Sexual Violence and Sexual Harassment**

**Sexual violence** means rape, assault by penetration or sexual assault (intentional sexual touching).

**Sexual Harassment** means unwanted conduct of a sexual nature such as sexual comments, jokes or taunting, physical behaviour (like interfering with clothes) or online harassment like sexting.

As a school we are aware of the importance of:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter,” “just having a laugh,” “a part of growing up” or “boys being boys.” Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts, and genitalia, pulling down trousers, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

Whilst we have a zero-tolerance approach to this behaviour, we would never demonise anyone and would support and listen to all pupils involved. The alleged perpetrator would be offered support so that they can change their behaviour. All pupils are encouraged to report ‘lower level’ incidents without worry that their peers might get into trouble.

In the event of a reported incident of this nature the school's DSL (Designated Safeguarding Lead) will carry out a risk assessment to inform the next steps. This might mean anywhere through the management of the incident internally, support from Early Help Team, social care or reporting to the police. Our response will always be proportionate, considered, and supportive and decided on a case-by-case basis. Appropriate sanctions might involve a verbal warning, a letter or phone call to parents, a period of suspension, this would be decided in relation to the incident and perpetrator.

### **Bullying**

At Brill C of E School there is zero tolerance to bullying. Any incidents of bullying are dealt with separately in our Anti-Bullying Policy. However, it is expected that the effective implementation of the Behaviour Policy will help to minimise any incidence of bullying.

### **SEN**

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

The school's SENCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an education psychologist, medical practitioners 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.

### **Suspensions and Permanent Exclusions**

For very serious negative behaviour the Headteacher will consider suspension and/or permanent exclusion in line with the Buckinghamshire Council guidelines and our own Suspension and Permanent Exclusions policy. The Headteacher or Deputy Headteacher will ensure parents are informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for a suspension or permanent exclusion. In the case of suspension, positive steps forward will be discussed with parents and a reintegration meeting scheduled before the child's return to school. Permanent exclusion is always a very last resort.

### **Positive Handling**

At Brill C of E School, we aim to provide an environment that is free to learn by keeping children and staff safe from harm. We have policies and procedures, followed by all our staff to try, and secure the best learning and development for our children. To develop further practise we have decided to adopt the 'STEP ON' approach to managing behaviour effectively. This will also allow us to respond to recent changes in government guidance on safeguarding practise that apply when physically moving or holding children. The 'STEP ON' approach is based on de-escalation of scenarios before children reach crisis point.

STEP UP is also being adopted here at Brill C of E School and is focussed on positive manual handling and restraint training. This is always as a last resort and is only used by trained individuals to keep children and others safe.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE circular 10/98, relating to section 550A of the Education ACT 1996; The Use of Force To Control Or Restrain Pupils.

Brill School staff will only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Examples of types of force;

- Passive physical contact resulting from standing between pupils or blocking a pupil's path
- Active physical contact such as; leading a pupil by the hand, or ushering a pupil away by placing a hand in the centre of the back

In rare and more extreme circumstances, appropriately trained staff may use permitted restrictive holds. Staff must have undergone training on pupil restraint methods before any use of restraint is employed. This level of action is only taken if the child, staff member or others in the child's vicinity is in immediate danger or harm. All uses of restraint are documented.

### **Monitoring, reviewing, and evaluating behaviour incidents**

All significant incidents of negative behaviour are logged in our school management information system. Parents are informed as a matter of routine when this is the case. These logs are reviewed half termly by the SLT. When possible, patterns are identified and investigated to be proactive in improving behaviour across the school. Numbers and categories of Behaviour Support Plans, Red Letters, and Suspensions are included in the Headteacher's report to governors.

### **Policy review**

This behaviour policy will be reviewed by the Headteacher and full governing board annually. At each review, the policy will be approved by the Headteacher. The written statement of behaviour policies called Behaviour Blueprint in Appendix 1A will be reviewed and approved by the Full Governing Board annually.

### **Guidelines for Parents**

The part parents play in their child's education is vital and parents obviously have a major role in determining the way their children behave in school. If parents and school support each other in their expectations of high standards of behaviour both in school and at home, then promoting good behaviour will be that much more effective.

Parents are asked to sign our home school agreement (Appendix 3) to indicate that they are supportive for the aims, ethos, and values of Brill C of E Primary School.

### **Summary**

Brill C of E School believes that by using a positive system of rewards and reinforcing good behaviour and upholding our School Christian values, we create an environment that fosters children's positive self-esteem. It is the duty of all members of staff and the school community to see that the behaviour policy is consistently implemented.

## **Appendix 1A: Brill C of E School Behaviour Blueprint**

### **Our Adult Behaviour**

- Consistent approach to behaviour
- Calm
- Kind and nurturing
- Respectful and fair
- Good communication
- Solution finders
- Reward positive behaviours first
- Patient

### **Our 3 Golden Rules**

- Be Ready
- Be Respectful

- Be Safe

### Our Core Values Message

A value is a principle that guides our thinking and behaviour. Supported by our Christian values of Hope, Courage, Honesty and Compassion, each Brill child strives to be resilient and is empowered to reach their potential. We have the aim for children to develop through our school 'With the wind in our sails,' to gain the confidence to play their part in our diverse and ever-changing world.

We expect the highest standards of behaviour and personal conduct - for these are at the heart of productive learning.

### Appendix 1B - Stepped consequences

Steps	Actions
Reminder	A reminder of the 3 simple rules (ready, respectful, safe) <b>delivered privately</b> wherever possible. Repeat reminders if reasonable adjustments are necessary.
Caution	A clear verbal caution <b>delivered privately</b> , wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.'
Time Out	Time out might be a short time on; the thinking spot, in the Reset room or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Parent would be informed of this time out verbally on the same day.
Repair	This might be a discussion and a meeting with the staff member dealing with the incident.
Once stepped sanctions have been followed, if persistent behaviour continues, the following steps will be made.	
Phone Home	Call Second Time Out (period of time to be spent in an area away from other children (child to be supervised by a member of staff). Parents must be informed by the class teacher)



PIP (Positive Intervention Plan)	<p>The system helps the individual child to set realistic targets for his/herself, and helps them to monitor and record their own progress.</p> <p>This programme is supported by Teaching Assistants as appropriate.</p> <p>Through discussion and comparison of behaviours with the class teacher and parents/carers, the child learns to reflect more appropriately on his / her own achievements and misbehaviour.</p> <p>The support plan is made in conjunction with the child, class teacher, the parents and reviewed by SLT, as necessary.</p> <p>After or during a period of review, if there is limited improvement SLT will seek outside agency support where necessary and suspensions may be considered.</p>
Suspension and Permanent Exclusion	<p>Suspension is seen as a last resort, after all other attempts to modify behaviour have failed. Suspension serves several purposes, including:</p> <ul style="list-style-type: none"> <li>• To act as a punishment and reinforce, in the mind of the child, the seriousness of the behaviour</li> <li>• To maintain high standards of behaviour in school</li> <li>• To secure the well-being and entitlement of other children and staff in school</li> </ul> <p>If the Headteacher decides to permanently exclude a child, the parents will be informed as soon as possible and issued with a letter giving details of the incident and setting out their legal rights regarding the permanent exclusion.</p> <p>Appropriate work will be set by the class teacher.</p> <p>Examples of behaviour likely to lead to a permanent exclusion:</p> <ul style="list-style-type: none"> <li>• Direct verbal or physical aggression</li> <li>• disruption</li> <li>• abuse towards a member of staff/child</li> <li>• Buckinghamshire Council Permanent Exclusions team to be involved in process</li> </ul>

### **Appendix 1C - Positive praise and Rewards**

Children respond well to praise, encouragement, and constructive criticism. Practices which recognise their strengths and difficulties and which also recognise when pupils have achieved what has been asked of them are desirable. The following rewards are considered good practice in the school:

- Verbal praise.
- Award of dojo points both individually and collectively as a whole class. These are awarded for showing our 3 school behaviour rules; be ready, be respectful, be safe. They are also awarded for showing growth mindset and an effort towards being eco-friendly.
- Award of House Points for demonstrating our Christian Values. Each child is awarded individual house points and these are displayed in each classroom. At the end of each

week the house points for each class are totalled, added together for the whole school, and announced in Friday's assembly. The house with the most amount of house points at the end of each term earns a special treat as a whole house.

- Written comments on work.
- Positions of responsibility given to the children.
- Displays of children's work. E.g., working walls in classrooms, art work in corridors, star writers board in the centre of the school etc.
- Referral of good work to the Headteacher - sticker given or in certain circumstances the 'Headteacher' awards a certificate.
- Award of 'Star of the Week' in Friday's assembly. Star of the week is awarded to a child who has shown consistent good behaviour, displaying our school behaviour rules, as well as hard work and effort in lessons.
- Special mentions and showing work in Achievement Assemblies - children are encouraged to bring in any extracurricular achievements to share with the school in Thursday's sports assembly.
- Communication with parents through conversations, letters, or positive postcards. Positive postcards are a digital postcard, with written comments to celebrate children that have gone above and beyond with their learning, school life and in any extracurricular activities.

#### **Appendix 2A - Restorative Practice/Justice and Micro scripts**

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

*'In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and what the consequence will be - for example, by sending them out of the classroom if they're disrupting the lesson.'*

*'The problem with this system is that children don't learn about the responsibility they had in that situation and how it affected other people, because an adult has intervened and told them what they've done wrong.'*

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better.

At Brill C of E School, we see this as developing, maintaining and repairing relationships, building a community based around empathy and self-learning.

A micro-script is a scaffolded talking tool for adults and in time children which help us to deliver our restorative justice approach.

They enable adults to have a clear focused discussion (intervention) regarding an issue, or a situation calmly and kindly, without emotion or judgement.

Micro-scripts allow adults and children to focus on the real issue without distractions or diversions as they are scripted, predictable and fair. A micro-script focuses the adult and the child primarily on the choices made and the behaviours as well as future/next steps to success. Micro-scripts are always delivered with a calm, kind, and nurturing approach.

#### **A template for restorative conversation and consistently applied sanctions.**

##### **Our Micro script**

- I noticed you are ...
- Were you Ready, Respectful and Safe?
- You have chosen to ...

- Was that a good choice?
- Do you remember last week when you ...
- What zone are you in?
- How could we get back to green?

#### **Our Restorative Conversation Questions**

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has this affected and how?
- What should we do to put things right?
- How can we do things differently in the future?

#### **Appendix 2B: Reflection Sheets**

# Behaviour Reflections

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Consequences of  
my behaviour

How do I feel?
How has my behaviour affected others?
Other consequence(s)

Description of my behaviour
--------------------------------


Reasons for  
my behaviour

Pupil	_____
Parent	_____
Teacher	_____

Plan for improvement \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reflection Sheet (Option B)

Name:.....Class:..... Date:.....

Which rule was broken?

How do you feel?



How does the adult feel?



Is there someone else involved? YES NO

How do they feel?



Talk with the adult about the choice you made.

Teacher comments:

Signed: Staff: ..... Child: .....

## Appendix 3: Home/School Agreement

### Home/School Agreement

Brill C of E Primary School has identified the following key rights and responsibilities applying to every member of the school community. We ask that all members of the community sign to agree their support for these rights and responsibilities.



Our rights are to:	Pupil Responsibility	Staff Responsibilities	Parent Responsibilities
<b>To be shown respect and to be valued.</b>  <b>To value and respect others and the environment.</b>	<ul style="list-style-type: none"> <li>• To respect all adults, other children, the wider community, and the environment.</li> <li>• To show good manners.</li> <li>• To include others.</li> <li>• To speak politely.</li> <li>• To welcome new people to the school.</li> <li>• To support and praise each other.</li> </ul>	<ul style="list-style-type: none"> <li>• To model expected behaviour.</li> <li>• To show support and respect to the school community and the wider community.</li> <li>• To welcome any newcomers to the school.</li> <li>• To encourage, support and praise all community members.</li> </ul>	<ul style="list-style-type: none"> <li>• To model expected behaviour.</li> <li>• To show support and respect to the school and wider community.</li> <li>• To encourage, support and praise children.</li> </ul>
<b>To feel safe.</b>	<ul style="list-style-type: none"> <li>• To speak to a member of staff if there is a problem.</li> <li>• To refrain from and to report any incidence of bullying, including cyber bullying.</li> <li>• To follow the school's internet code of conduct.</li> <li>• To play safely.</li> <li>• To learn safely.</li> </ul>	<ul style="list-style-type: none"> <li>• To refer any safeguarding concerns to the DSL.</li> <li>• To report to County Safeguarding team/LADO any concerns regarding children having inappropriate access to media or gaming.</li> <li>• To closely monitor internet access in school.</li> <li>• To not use social media to air grievances against the school, a parent, child, or member of staff.</li> <li>• To listen to problems and help solve difficulties.</li> <li>• To ensure pupils behave safely and to actively promote personal safety, intervening if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• To speak to teaching staff if there is a problem involving another child.</li> <li>• To follow guidance on age specific media sites and gaming.</li> </ul> <p><a href="#">Link to website for guidelines</a></p> <ul style="list-style-type: none"> <li>• To refrain from using social media to air grievances against the school, a parent, child, or member of staff.</li> </ul>

<p><b>To follow health and safety guidelines.</b></p> <p><b>To ensure that shared areas are kept tidy and any potential hazards are reported to relevant staff.</b></p>	<ul style="list-style-type: none"> <li>• To be mindful of the safety of others.</li> <li>• To report to staff any visitors not wearing an ID badge.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure all visitors have ID badges and to challenge anyone without ID.</li> <li>• On a regular basis check own classroom, communal areas etc for safety issues.</li> <li>• Be prompt and actively supervise when on duty.</li> </ul>	<ul style="list-style-type: none"> <li>• To report to school office on arrival outside normal drop off/pick up times.</li> <li>• To notify the office if taking a child off site during the school day.</li> <li>• To inform the school if a different adult is collecting a child.</li> <li>• To collect children promptly.</li> <li>• To follow the school's guidelines on safe and respectful parking.</li> </ul>
<p><b>To be able to learn and to bring appropriate equipment.</b></p>	<ul style="list-style-type: none"> <li>• To be punctual and ready for the lesson.</li> <li>• To listen and be involved in the lessons.</li> <li>• To follow instructions, stay on task, ask for help. To follow the school dress code/uniform policy.</li> <li>• To ensure homework is completed on time and to the best of ability.</li> </ul>		<ul style="list-style-type: none"> <li>• To ensure that children arrive on school on time and do not have unnecessary absence.</li> <li>• To ensure that children follow the school dress code/uniform policy.</li> <li>• To prioritise school homework and to ensure that it is completed on time and to the best of a child's ability.</li> <li>• To support and trust the decisions of the teaching staff.</li> </ul>

**Signed on behalf of Brill C of E School:**



**Mrs Louise White**

**Headteacher**

**Appendix 4: Behaviour incident form.**



<b><u>Name of child:</u></b>			
<b><u>Where the poor behaviour took place</u></b>			
<b><u>Year group:</u></b>			<b><u>Date:</u></b>
<b><u>It is our statutory duty to record any incidents of racial harassment</u></b>		<b><u>Time:</u></b>	
<b><u>Please tick this box if this incident is defined as such.</u></b>			
<b><u>Anything to note prior to the incident:</u></b>		<b><u>Day:</u></b>	
<b><u>In the space below, write an account of the incident</u></b>			



## Appendix 5

When addressing the needs of a child we must first address the difference between equality and equity. Equality is every child getting the same thing, whereas equity is each child getting what they need to be successful. This is an approach that we at Brill School strongly believe in and apply in our behaviour management of all children. Especially when following whole school behaviour systems.

