



Braidwood School

Respect, Honesty, Effort

Behaviour Policy

and

Statement of Behaviour Principles

2024- 2025

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1. Aims

At Braidwood School we believe in developing exceptional young people who are fully prepared to enter further education, employment or training. To do this we provide a learning environment in which we:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**
- Provide **challenging and enjoyable learning experiences**, which raise levels of self-esteem so that learners feel good about themselves and achieve their full potential.
- Promote the acquisition of life skills and a **growth-mindset**
- **Value and celebrate** each individual's progress and effort
- Encourage **positive relationships** between all partners in the school community
- Believe that **everyone matters**

Key aspects of school practice:

The Braidwood School Behaviour for learning policy takes note of the guidance provided in the DFE Guide "Behaviour in schools Advice for headteachers and school staff" (September 2022) particularly the following ten key aspects of school practice:

1. A consistent approach to behaviour management;
2. Strong school leadership;
3. Classroom management;
4. Rewards and sanctions (consequences);
5. Behaviour strategies and the teaching of good behaviour;
6. Staff development and support;
7. Learner support systems;
8. Liaison with parents and other agencies;
9. Managing learner transition; and
10. Organisation and facilities.

Our behaviour for learning policy acknowledges this school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of learners with special educational needs (SEN).

Our guiding principles

Braidwood School's behaviour policy is founded on three principles that state we *all* have rights that we share:

- The right to feel safe at all times at school
- The right to be treated with respect at all times
- The right to learn to the best of our abilities

Our emphasis is on good order and respect for the individual thus enabling high quality teaching and learning for all members of our community.

It is our belief that if our approach to behaviour management is consistent and applied by all, it will make a significant difference to our ability to teach well and our learners' ability to learn effectively.

We recognise that the vast majority of learners want to behave well and want to learn. With positive behaviour management we can help all learners to achieve to the best of their ability. As a staff, we recognise and acknowledge that some behaviours can be reactive and impulsive and strategies will be taught to manage these tailoring towards the needs of the individual.

Braidwood School promotes an understanding that all behaviours have consequences: either positive or negative, and that our behaviours can be choices that we make constantly. Learning to make the best choices is our goal as well as learning from times when we do not.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

At Braidwood School we identify what is meant by positive and negative behaviour.

Our Values

At Braidwood we have high expectations of everyone. Our values are based upon three behaviours that we believe provide the foundation for a successful individual.

Honesty

'Honesty' is not just about telling the truth. 'Honesty' is also about being willing to receive the truth, being loyal, fair, sincere and being worthy of trust. It is listening to your conscience even when no-one is looking.

Respect

Put simply, 'respect' is thinking and acting in a positive and kind way. Thinking and behaving with 'respect' demonstrates that you care about yourself and that you care about others, their feelings and their well-being.

Novelist Laurence Sterne observed, "Respect for ourselves guides our morals, respect for others guides our manners."

Effort

The brains and talent we are born with are just different starting points for individuals. It is the daily 'effort' we make to build on what we have, to form new connections in our brains and truly orient ourselves towards learning, that builds character and success. At Braidwood we believe that the key to success is effort.

Good behaviour includes

- Respecting others;
- Listening to and responding to teachers;
- Avoiding conflict with others.

Above all it requires our learners to accept responsibility for their own actions and learning, ensuring that they do not affect the education of others by poor behaviour.

It is part of our policy at Braidwood School that every learner will be taught in an atmosphere that permits them to gain maximum benefit in every lesson. To achieve this, our Behaviour Policy has been developed through discussion with staff and learners and contains rules which cover behaviour inside and out of the classroom - each learner is entitled to be taught in classrooms free from disruption and to be able to walk about school safely and free from harassment.

We also have a Point system using Class Charts that rewards effort, skills, respect, and kindness for learners. These points contribute to individual, form and house rewards.

The foundations of our Behaviour Policy at Braidwood School are the following 3 elements:

- Rewarding effort and good behaviour
- Rules of the school
- Consequences

When praising a learner, it is important to explain why the praise / reward is being given relating the behaviour, where possible to the school rule / principle it adhered to. This reinforces the positive behaviour to the learner and to those around him/her/them. Likewise it is always important to discuss negative behaviours with a discussion of what was wrong and which rule / principle was broken. The outcome is then presented as a consequence of the learner's behaviour. When poor behaviour is identified, consequences are implemented consistently and fairly in line with the behaviour policy. Braidwood School has a range of disciplinary measures clearly communicated to school staff, learners and parents.

Following poor behaviour, conversations with learners should be used as a learning experience by discussing what the desired behaviour should have been and how they could improve their behaviour when next in that situation. We also discuss how to repair the results of their poor behaviour such as apologising to a victim or other reparatory actions.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Lack of respect for others
- Incorrect uniform
- Any other breach of the school rules

All misbehaviours will be recorded on Class Charts which is shared with parents.

Serious misbehaviour is defined as:

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, vapes and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

All serious misbehaviours will be recorded on CPOMs and reviewed by the safeguarding team.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, criticising and inciting others to criticise or belittle other learners' skills and abilities.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our **Anti-Bullying Policy**.

5. Roles and responsibilities

5.1 The Governing Body

The School Governors are responsible for reviewing and approving the behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body. The headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Providing a personalised approach to the specific behavioural needs of particular learners
- Recording behaviour incidents on Classcharts/ CPOMs
- Building strong relationships with learners
- Informing parents / carers of a learner's behaviour and subsequent actions to resolve incidents.

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support this Behaviour Policy and sign the Behaviour Policy Parental Agreement Form to show their consent ([Appendix 2](#))
- To join Class Charts and engage with the app, responding to notifications sent
- Regularly check their child's rewards and negative behaviour points using Class Charts
- Share concerns about their child's education, welfare and behaviour with the school

- Support and encourage their child with their work and celebrate their achievements
- Attend Parents' evenings, EHCP meetings and any other relevant meetings
- Support the school in achieving a minimum 95% attendance rate for their child.
- Inform the school of any absence
- Ensure their child is ready for their taxi/ arrives at school on time
- Ensure their child is in full school uniform and wears that uniform correctly
- Ensure their child completes homework and coursework to the best of his or her ability
- Agree to team work with the school and outside agencies to support and prepare their child for a future beyond school.
- Agree to undertake Deaf Awareness training in order to achieve the above.
- Agree and sign a Code of Conduct/ policies for travel on the taxi, as issued by local authorities.

6. Pupil code of conduct

Learners are expected to:

- Respect all members of the school community, behaving in a reasonable and polite manner to all staff and learners.
- Demonstrate kindness.
- Attend school, being ready for the taxi on time, demonstrating good behaviour in the taxi and treating the driver and guide with respect.
- Bring equipment appropriate for the lesson.
- Work to the best of your ability and allow others to do the same.
- Move around the school in a calm and sensible manner, showing respect for the working environment.
- Follow reasonable instructions given by the teacher.
- Show respect for the opinions and beliefs of others.
- Complete homework on time.
- Wear uniform correctly at all times during the school day.
- Follow the school rules.
- Sign the behaviour contract ([Appendix 3](#)).

All form tutors will discuss 'Our Classroom Behaviour Plan' ([Appendix 1](#))

This plan is discussed and agreed to by all members of our school and is there for the protection of everyone's rights to be safe, be respected at all times and to be able to learn to the best of our abilities.

Our plan is based on our values of Honesty, Respect and Effort and is the standard for behaviour management and used in the resolution of behaviour incidents.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise directly from the member of staff
- Praise through written comments in learner books
- Positive postcards which will be sent home via pupils
- Asking the learner to show their work to other adults
- Taking pictures of learners' work and sending to parents/carers
- Positive Points on ClassCharts which can be traded in for rewards
- Phone calls home to parents/carers
- Special mentions in assemblies (e.g. Kindness, additional extra effort etc)
- Certificates for specific achievements
- Celebration assemblies with special visitors to give out rewards

The school has a clear C4 procedure for unacceptable behaviour in the classroom and around school.

- C1: Verbal warning
- C2: Negative point issued on Class Charts. This will also be picked up by the form tutor.
- C3: Pupil sent to a member of SLT. A C3 card (with classroom number) should be sent to SLT via the TA or with another member of the class. SLT will go directly to the classroom to escort the child to a quiet space so they can discuss what has taken place. Work should be ready to send with the pupil.

The following will occur:

- 1) Pupils will have a lunchtime detention to make sure all work is completed.
 - 2) Pupils will be put on a behaviour report for one week. This will be monitored by the class teacher who will inform SLT if the unacceptable behaviour has persisted.
 - 3) Discussion of the behaviour incident with the learner at break or lunchtime will occur with the teacher involved, facilitated by SLT.
- C4: Contact home. If the pupil continues to be disruptive while in isolation and is not will to adapt the behaviour, parents will be involved. This will be done by SLT.

In a C4 situation, the C3 protocol will also be followed.

We are aware that some behaviours result from frustration, stress or other outside situations that the learner may be dealing with. If this is the case, strategies may differ to meet the needs of the individual. A programme of support from SLT will be arranged.

In the majority of cases, the following behaviours will have the resulting consequences:

Student Behaviour	Consequence	Actioned by
Missing equipment	Negative point	All staff
Incorrect uniform	Negative point	needs
Lateness to lessons	Negative point	All staff
Pushing another child	Negative point	All staff
Failure to submit homework.	Negative point	All staff
Poor attitude or distracting others	Verbal warning	All staff
Persistent poor attitude	Behaviour Report to be arranged by the form tutor Pupils should report to the form tutor at the end of the morning lessons and the end of the day. To facilitate swift exit of taxis, the form tutor will be present at the taxi guide collection point.	Form tutor
Swearing at staff	C3	All staff
Swearing directed at another person	C2	All staff
Lack of respect (towards other pupils and/or staff)	C1	All staff
Persistent lack of respect (towards other pupils and/or staff)	C2 escalating to further sanctions for each offence.	All staff
Damage of school property including graffiti	Contact home Detentions of varied lengths, depending on the severity and circumstances of the incident (to be agreed by SLT)	SLT
Being unkind to another child	Verbal warning/ Negative point Detentions of varied lengths, depending on the	All staff

	severity and circumstances of the incident (to be agreed by SLT)	
Fighting	Detentions of varied lengths, depending on the severity and circumstances of the incident (to be agreed by SLT) Contact home to inform both the attacker and victim's parents	All staff
Taking belongings without consent	C2 escalating to further sanctions for each offence.	All staff
Threatening language	C2 escalating to further sanctions for each offence.	All staff.
Targeting staff or inciting others to do so	Record on CPOMs. Involve SLT. Contact home meeting with parents.	All staff
Derogatory language (Racism, sexism, homophobia, discrimination)	<ul style="list-style-type: none"> ● Logged on CPOMs ● Detention of varying lengths depending on severity and circumstances (to be agreed by SLT) ● Mandatory education sessions on the issues raised through 1:1 conversations 	All staff
Inappropriate use of school ICT equipment (e.g. ipad)	<ul style="list-style-type: none"> ● Confiscation of equipment ● Detentions of varied lengths, depending on the severity and circumstances of the incident (to be agreed by SLT) 	
Internal/external truancy	C3	SLT
Multiple sanctioned behaviours	Five or more C2s in one week results in a lunchtime detention on a Friday.	Headteacher Form tutors

7.2 Off-site behaviour

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

7.3 Malicious allegations

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

Please refer to our **Safeguarding & Child Protection Policy** for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Be respectful of the rights of every member of our school at all times
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting learners in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the lesson positively and starting the next lesson afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Providing support and guidance through feedback given to learners.

8.2 Physical restraint

At Braidwood School we believe that the majority of situations can be rectified through sensitive and supportive discussion.

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Please refer to our Positive Handling Policy.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to SLT and parents

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8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

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 needs of the pupil.

The school's special educational needs teams 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 educational 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.

9. Pupil transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behavioural needs will be shared with relevant staff at the start of the term or year. Information on behaviour needs may also be shared with new settings for those pupils transferring to or from other schools. Our Transition Lead, Tracy Haynes will facilitate this and cascade this information to the rest of the staff.

10. Training and Staff Development

Behaviour management at Braidwood School is an important part of staff development for all staff including teachers, support staff, office staff and lunchtime supervisors. INSET is provided in several formats such as full staff meetings, individual support sessions and group workshops as well as through the provision of important advice and information via email and handouts. Consistency is vitally important to our behaviour management structure and is overseen by the Head teacher.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Full Governing Body every two years. At each review, the policy will be approved by the headteacher.

12. Links with other policies

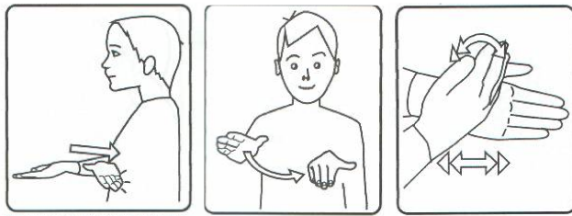
This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection policy
- Anti-Bullying Policy

Appendix 1: Our Classroom Behaviour Plan



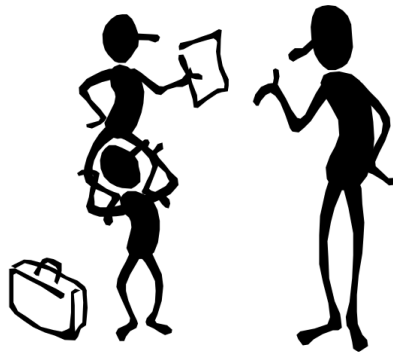
Braidwood School



“We all have rights which we share here:

- The right to feel safe at all times at school
- The right to be treated with respect at all times
- The right to learn to the best of our abilities”

Together we agreed some rules for our classrooms and corridors

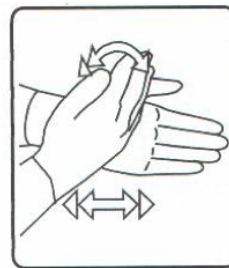


These are the rules we agreed were important to make sure everyone's rights are guaranteed.

Our Rules for Learning



• In our classroom we always work hard and try our best to learn as much as we can.

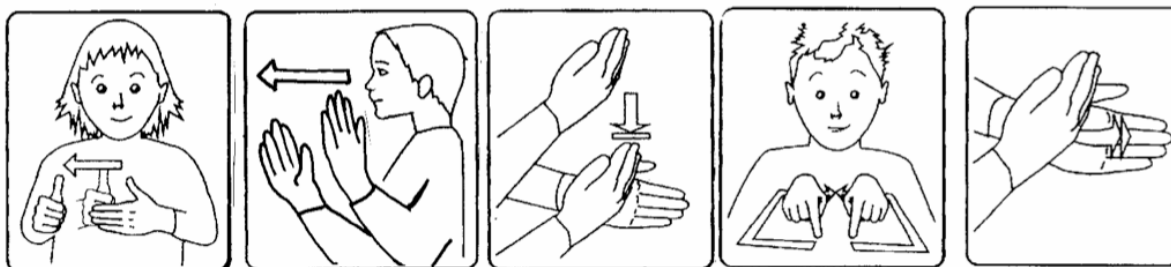


• In our classroom we work together quietly. When we communicate with each other we all join in and take turns.

Our Rules for **How We Move About**

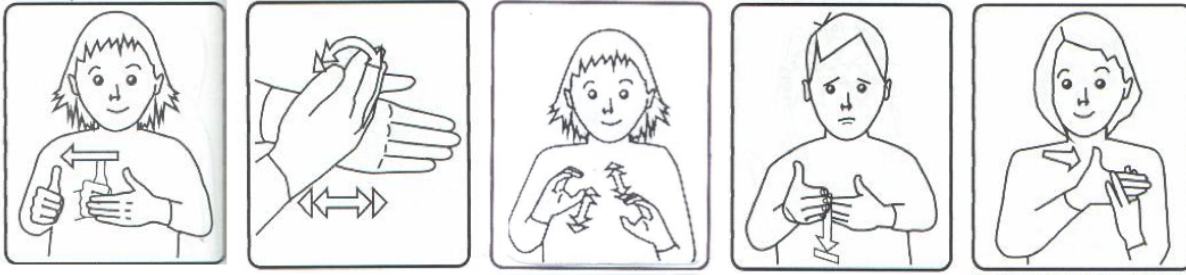


•In our classrooms and corridors we move about safely and sensibly at all times



•At our school we enter and exit classrooms when asked to and always make sure our classroom is tidy and ready for the next class to use.

Our Rules for How we communicate with each other



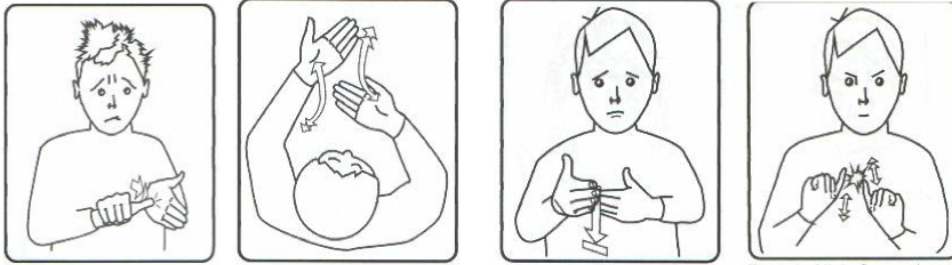
•In our classroom we communicate one at a time. We always watch and listen carefully to others without interrupting.



•In our classroom we put our hands up without calling out.

We are kind in the way that we communicate with each other.

Our rules for **How We Solve Problems**



•We always try to solve problems by talking with others. We keep our hands and feet to ourselves.



•We always ask a member of staff for help in solving a problem or ask to see a mentor.

Appendix 2



Braidwood School

Behaviour Policy Parental Agreement Form

At Braidwood School we believe in developing exceptional young people who learn to their full potential and are fully prepared to enter further education, employment or training.

We expect our pupils to behave well and adhere to the school rules.

Good behaviours will be rewarded and there will be consequences for unacceptable behaviours which you can monitor through Class Charts.

[Please read our Behaviour Policy which is on our School Website.](#)

Parent/Guardian's responsibility:

- to join Class Charts and engage with the app, responding to notifications sent.
- regularly check my child's rewards and negative behaviour points using Class Charts.
- share concerns about my child's education, welfare and behaviour with the school
- take an interest in my child's work and achievements
- Support my child with their work when required
- attend Parents' evenings, annual reviews and support school functions
- support the school in achieving a minimum 95% attendance rate for their child
- inform the school of any absence
- ensure my child arrives at school/ is ready for their taxi on time
- ensure my child is in full school uniform and wears that uniform correctly
- ensure my child completes homework and coursework to the best of his or her ability
- support my child's preparation for adulthood by promoting independence

Parent/Guardian Signature

Date

Appendix 3



Braidwood School

Behaviour Contract Pupil Agreement

- Respect all members of the school community, behaving in a reasonable and polite manner to all staff and learners
- Demonstrate kindness
- Attend school, being ready for the taxi on time, demonstrating good behaviour in the taxi and treating the driver and guide with respect.
- Bring equipment appropriate for the lesson
- Work to the best of your ability and allow others to do the same
- Move around the school in a calm and sensible manner, showing respect for the working environment
- Follow reasonable instructions given by the teacher
- Show respect for the opinions and beliefs of others
- Complete homework on time
- Wear uniform correctly at all times during the school day.
- Follow the school rules.

Student's responsibility:

Student's Name

Form Group

Form Tutor

Date