

Positive Behaviour Policy



Brookfield Primary School

Record of Policy Amendment / History

<u>Date Approved</u>	<u>Minute No.</u>
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**Be Ready
Be Respectful
Be Safe**

It is a primary aim that every member of our school community feels valued and respected and that each person is treated fairly. We endeavour to create an environment in which everyone feels happy, safe and secure. Brookfield Primary School is committed to supporting the mental health and wellbeing of our children, staff and parents/ carers; we aim to prioritise this in all aspects of school life and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. We strive to:

- Keep every pupil safe
- Develop effective and enthusiastic learners
- Value the self-esteem and maximise the potential of every child
- Promote constructive attitudes and values
- Foster caring relationships in a secure environment
- Work in equal partnership with parents and carers and involve them in their children's learning
- Ensure that everyone has the necessary understanding to be kind, positive and compassionate in their response to behaviour.

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Statement of intent

Brookfield Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We are relentless in promoting a positive behaviour culture based on providing clarity and consistency. The school is committed to:

- Promoting desired behaviour
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Challenging undesired behaviour through a restorative approach
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents
- Developing positive relationships with pupils to enable early intervention
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures
- Promoting a culture of praise and encouragement in which all pupils can achieve

Reasonable and proportionate action will be taken where a pupil's behaviour falls below the standard that is expected, alongside support to prevent a reoccurrence. As part of our approach to behaviour, we apply logical and natural consequences for all our children. Depending on the situation, repercussions relate directly to a child's actions or choices. The consequences will be connected to the behaviour, allowing the child to understand the cause and effect relationship. The purpose of consequences is to help the child recognise the impact of their behaviour and take responsibility for their actions.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health Pupil Mental Health and Wellbeing Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy
- Ensuring this policy is published on the school website

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules
- The day-to-day implementation of this policy
- Publicising this policy in writing to staff, parents and pupils at least once a year
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour
- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties

- Supporting behaviour management in line with the SEMH Policy

The SENDCo will be responsible for:

- Collaborating with the governing board and the Headteacher, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves
- Aiming to teach all pupils the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits
- Being responsible and accountable for the progress and development of the pupils in their class
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly
- Supporting pupils in adhering to this policy
- Promoting a supportive and high-quality learning environment
- Modelling high levels of behaviour
- Being aware of the signs of behavioural difficulties
- Setting high expectations for every pupil
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENDCo.
 - Headteacher
 - Deputy Headteacher

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community
- Reporting any unacceptable behaviour to a member of staff

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home
- Informing the school of any changes in circumstances which may affect their child's behaviour

3. Definitions

For the purposes of this policy, **the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour.** This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation

- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol, cigarettes or vapes
- Possession of banned items e.g. mobile phones, anything which could be used as a weapon, vapes, lighters, energy drinks
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Use of sexualised language
- Fighting and aggression towards, staff, parents and pupils
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Accessing inappropriate content on electronic devices e.g. sexualised videos, horror, explicit songs
- Any behaviour that threatens safety or presents a serious danger e.g. setting the fire alarm off intentionally
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Shouting out/ talking in class
- Not listening
- Not following instructions/ unnecessary fussing
- Refusal to complete classwork
- Rudeness/ use of inappropriate language
- Being unkind
- Use of mobile phones without permission
- Graffiti e.g. marking tables, marking walls, misuse of school equipment
- Leaving classroom without permission

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing behaviour

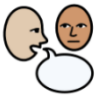
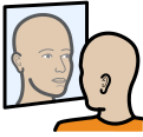
Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring. Managing behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. There is a hierarchy of support and responsibility depending on the severity of the behaviour.

The Behaviour Lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alerted to changes in a pupil's behaviour that could indicate they need help or protection.

Staff will always reflect on the mantra 'behaviour is happening in front of them, not to them'.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, procedures will be followed:

If a child demonstrates behaviour outside of the 'Brookfield Way', the structured approach below is taken:

Phase 1	Step	Strategy	Approach	Script (in line with Emotion Coaching pedagogy)	A Restorative Approach W.A.R.M. Conversation What happened? (Explain the story) Affect/explore the harm. Who do you think was affected? Repair. How are we going to repair what has happened? Move forward. How can we make sure this doesn't happen again? (Monitoring) The last step has to be followed up often, to ensure the repair has happened
	1	A reminder of expectations and rules 	An adult will give a quiet, calm reminder of our high expectations, in line with our Brookfield Values (Be Ready, Be Respectful and Be Safe). This will be followed as quickly as possible with positive praise (repair). The adult will try to identify any unmet needs, individual influences or relationship issues that may help them to understand the behaviour. The adult will make any necessary adaptations in order to prevent the behaviour from continuing.	"I can see you're feeling ____ right now. Our expectation is ____, and I know you can get back to it. Let me know if something would help you."	
	2	A verbal warning 	If the behaviour persists, an adult will give a verbal warning. The adult will explain which school value is not being upheld, explaining how the value should be demonstrated through a short, restorative conversation on a 1:1 basis. Adults will use positive framing and a relational approach, listening to the views of the child and proactively supporting them to re-engage with learning.	"I can see this is still difficult for you. The value you're not showing right now is _____. That looks like _____. Help me understand what you're feeling and we'll find a way for you to be successful."	
	3	Reflection time in a Safe Space 	The child will be invited to move from their working space to the class Safe Space. The child will be given 5 minutes to reflect and regulate. The adult will refer to the W.A.R.M conversation script and support the child to return back to their task.	"I can see this is feeling overwhelming. The calm corner is a space to help you breathe, think and feel steady. Let's move to the calm corner for 5 minutes so you can reset. I'll come and check in when you are ready to return to your learning."	
	4	Reflection time in a buddy classroom 	The child will be encouraged to move to their buddy classroom with work to complete. The child will be given 5 minutes to reflect and regulate. The adult will refer to the W.A.R.M conversation script and support the child to return to their class. A message will be sent home via Class Dojo by the class teacher (See script below) Hello [Parent/Carer Name], I wanted to let you know that [Child's Name] spent a short period of time in a buddy classroom today to help them re-regulate and refocus. They took their work with them and were given 5 minutes to reflect and settle before returning calmly to their class. This message is simply to keep you informed. If you would like to discuss this further or would prefer a brief phone call, I'm more than happy to arrange one, just let me know. Thank you for your continued support, [Teacher's Name]	"It seems you need a little more space to feel calm and ready. Let's take your work to our buddy classroom so you can have 5 minutes to reflect and regulate. We you are ready, we can speak about this later."	
	5	Restorative Conversation Time (at the beginning of break or lunch) Child completes a restorative conversation with class teacher/adult involved in the incident. Phone call home by the class teacher – inform parents/carers of restorative conversation completed and reason for this. Invitation for parents/carers to meet with the teacher, but this is not an expectation. If regulated the child will return to class and back to step 1. Incident recorded on CPOMs by the Class Teacher, including the restorative conversation document.			

If the behaviour continues, or a child's behaviour escalates to a point where immediate action is needed in order to keep the child and / or others safe, adult will request the support of the Senior Leadership Team (SLT) immediately. SLT will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature. This is outlined in Phase 2 of our behaviour policy below.

Phase 2 – Restore	6	Reflection time with senior staff member 	If the issue persists, adult to discretely call senior staff member to collect child. Again, child takes their work with them. The senior staff member discusses: - the reason for the behaviour - the impact of the behaviour on others - how the child can move forward when they return to the classroom (repair) Phone call to parents/carers by the class teacher. Incident recorded on CPOMs. Restorative conversation led by senior member of staff with the child. Class teacher to monitor behaviour over the remainder of the day/ week.
	7	Reflection time with Headteacher or Deputy Headteacher (remainder of the session) 	Phone call to parents by the class teacher – record on the monitoring system CPOMs. Class teacher to work alongside Headteacher, SLT and parents/carers to review/ create an Individual Behaviour Plan. The Head Teacher, Deputy Head Teacher and SLT to monitor.
	8	Behaviour continues to escalate after above actions.	Follow up meeting with family and member of the SLT – record on CPOMs. Potential Internal Suspension. Class Teacher: Develop personalised plans in collaboration with parents/carers and the Behaviour Lead. This may include a SEND Support Plan and/or Individual Behaviour Plan which is agreed and reviewed with parents and carers termly.

Phase 3 – Refer	9	Relevant External agency support	Class Teacher and Behaviour Lead: Update all personalised plans with strategies recommended from external agencies involved. Review with parents/carers and external agencies as part of a Team Around the Child approach at least half termly.
	10	Fixed term suspension	Between 1 – 5 days issued by the Headteacher. Parents and carers informed by the Headteacher in line with Local Authority guidance and protocols. Provision reviewed by school with external agencies and parents/carers. All personalised plans reviewed and updated. Reintegration meeting held with parents and carers which is led by the Headteacher/ SLT and supported by relevant staff. Child then readmitted into school. The Head Teacher, Deputy Head Teacher and Behaviour Lead to monitor.
	11	Permanent exclusion	Determined by the Headteacher and Governing Body.

While the stepped approach is the standard to managing most behaviours at Brookfield Primary School, it is not strictly linear. In the event of a significant behaviour incident, staff are expected to bypass the initial stages and move directly to the highest stage of response to ensure the safety and wellbeing of everyone.

A significant behaviour incident is any action by a child that:

‘Substantially disrupts learning, poses a risk to the safety or wellbeing of children or staff, involves discriminatory or abusive language or conduct, results in harm or injury, or requires intervention beyond standard classroom management’.

During and following any of the above steps, staff will continue to adopt **unconditional positive regard** so that the child knows they can move forward.

Behaviour is monitored regularly. In the event that a child has been referred to a member of SLT more than twice in a half term, a meeting will be held involving the Class Teacher, Behaviour Lead and SLT. This meeting will decide next steps which could include:

- Pastoral referral
- Assessment using the Motional groupshot
- Meeting with parent/ carer and a 2 weekly review

Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom.

The Headteacher will inform the pupil’s parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school’s policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil’s behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school’s national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school’s Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Meet and greet every child
- Breakfast is offered for every child
- Providing mentoring and coaching (learning mentor, ELSA, nurture and sensory provision in place)
- Pupils can access a sensory room
- Pastoral Manager available for support
- Emotional support (calming/ transitional activity)
- Short-term behaviour report cards
- Long-term behaviour plans
- Positive postcards, phone calls for parents/carers to praise good behaviour
- Engagement with local partners and agencies
- Using Dojo for attendance
- Positive behaviour books
- 1:1 visual timetables
- Use now, next and then
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly/ walking sensibly to assembly.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

The school's motto is '**be the best you can be**'. Our school vales/rules are '**Be Ready, Be Respectful and Be Safe**'. Pupils on our School Council define (October 2025) as the following:

READY	RESPECTFUL	SAFE
- Be at school on time. - Make sure you get a good night's sleep. - Wear your Brookfield uniform with pride. - On PE days, wear your PE kit. - Remember to bring a coat and a water bottle. - Listen carefully to the grown ups when they are teaching you. - Do your homework. - Bring your book bag, your reading book and your reading record.	- Take turns, listen and don't shout out. - Treat others as you want to be treated. - Listen to other people's opinions and ideas. - Be a kind and caring friend. - Follow the OPAL charter. - Follow the classroom rules. - Be thoughtful, considerate and use your manners.	- Listen carefully to grown up's instructions. - Use equipment appropriately and look after it. - Follow online safety rules. - Talk to an adult if you need help or you think someone else might need help. - Play safely outside, remembering the potential risks shared in OPAL assembly.

The Brookfield Values are displayed clearly in all classrooms and around the school. The purpose is to ensure that the behaviours we value become so familiar and consistently practised that they are automatic, instinctive and simply the way we do things at Brookfield.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Staff spend a considerable amount of time getting to know the children's specific interests and their needs.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

Touch and Physical Contact

In line with the school's Touch and Physical Contact Policy, the overriding principle relating to positive handling is that the best interests of the child take precedence over every other consideration.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

7. Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Touch and Physical Contact Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the DfE's Searching, Screening and Confiscation guidance (July 2022) when conducting searches and confiscating items.

9. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils
- Establish agreed rewards and positive reinforcements
- Establish sanctions for misbehaviour
- Establish clear responses for handling behavioural problems
- Encourage respect and development of positive relationships
- Make effective use of the physical space available
- Have well-planned, adapted lessons with a range of activities to keep pupils stimulated

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner
- Follow reasonable instructions given by staff
- Behave in a reasonable and polite manner towards all staff and pupils

- Show respect for the opinions and beliefs of others
- Complete classwork as requested
- Report unacceptable behaviour
- Show respect for the school environment

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents will read the classroom rules agreement with their child and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher
- Seating those who frequently model poor behaviour away from each other
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded
- The praise is given immediately following the desired behaviour
- The way in which the praise is given is varied
- Praise is related to effort, rather than only to work produced
- Perseverance and independence are encouraged
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason
- The praise given is always sincere and is not followed with immediate criticism

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour
- **Consistent** – consistently rewarded to maintain the behaviour
- **Achievable** – keeping rewards achievable to maintain attention and motivation
- **Fair** – making sure all pupils are fairly rewarded

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

Recognition board and Wheel of Names

The school has adopted the recognition board approach from the most up to date educational research. It offers every pupil the opportunity to be recognised for positive behaviour and is rooted in positive reinforcement and praise. Children's names will be added to the wheel when desired behaviours are displayed. The wheel is spun three times over the course of the day and the children are able to select a prize.

Listed below are some examples of recognition board statements/ targets:

- Hands up
- Using manners- saying thank you
- Kind hands and feet
- Kind words
- Staying in class
- Enter the classroom calmly
- Wow moments
- Ask a question
- Answer a question
- Keeping tables tidy



Brookfield Primary School – Rewards Ladder

Step 1	Step 2	Step 3	Step 4	Step 5
In class	In School	Parents Informed	Shared in assembly	Acknowledgement of consistent exemplary behaviour
• Verbal praise • Star/ sticker • Positive written comments • Responsibilities given • Name on 'the wheel' • Star chart • Daily Dojo points for attendance/ uniform • Extra play time	• Show work to another member of staff/ SLT • Proud cloud	• Phone call home • Dojo message to parents • Photocopy of work sent home	• Reading Raffle • Gold Award certificate • Top Table ticket • TT Rockstars Certificate • Attendance Cup (+5 extra dojo points) • 'Ready, respectful, safe' nomination • 'Kindness owl' for the week	• Awarded a 'Ready, Respectful, Safe' badge. • Special privileges / events • Attendance Challenge

10. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a pupil at the school

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public
- Could have repercussions for the orderly running of the school

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be monitored and objectively analysed by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

12. Monitoring and review

This policy will be reviewed by the headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviewed by the lead inspector, upon request.

The next scheduled review date for this policy is September 2027.

Implementation



1. SLT	• Communicate a clear and consistent strategy • Provide CPD for staff, including those who volunteer or are new to the school • Communicate strategy to parents and the wider community • Support staff to meet parents (either by rehearsing a script or being in attendance of Tier 1 and 2 pupils) • Complete necessary documentation – Eg Internal Exclusion forms • Add 'Incidents' to CPOMS • Follow ups to be added to incidents of CPOMS • Restorative process carried out with children.
2. Pastoral Manager	• Liaise with team members to provide contextual safeguarding information and follow up on actions to maintain safety and wellness of pupil • Plan for and provide pastoral interventions identified pupils • Record progress and communicate to parents as part of regular review programme • Carry out assessments of pupil need resulting from teacher referral • Adapt timetables to meet the needs of the children
3. Behaviour Lead	• Ensure timetables appropriately meet the needs of specific, targeted children. • Develop systems for recording and monitoring behaviour. • Report to SLT and Governors about behaviour. • Oversee 'Zones of regulation' across school. • Support staff who work with targeted children, developing in class strategies and reviewing impact • Write pupils bespoke Behaviour Plans
4. Teachers	• Promote the behaviour management strategy consistently and fairly in the classroom • Provide children with behaviour scaffolds (sticker chart / bespoke timetable etc) • Early identification of need • Attend meetings which promote the safety and well-being reviews • Use positive phrasing • Log behavioural incidents onto CPOMS • Complete Motional groupshots for high need children. • Support the behaviour lead with completing Behaviour Plan
5. Teaching Assistants	• Promote the behaviour management strategy consistently and fairly in the classroom • Ensure a child's bespoke timetable is followed scrupulously • Be proactive and pre-emptive • Use positive phrasing • Provide feedback to the teacher • Be flexible, supporting / covering in the event of an incident • Deliver a 'Soft Start' where appropriate

Tiered system (predominantly for children with additional needs)



1. Tier 1 –
displaying
dangerous
behaviours
(Refusal to
carry out
instructions,
swearing
repeatedly,
deliberate
provoking of
others,
prejudicial
behaviours,
hitting/hurting
with intent)

- Meeting with parents required with fortnightly reviews
- Motional groupshot completed, identifying areas of need
- Individualised Behaviour Plan
- Counselling services considered
- Identification of frequency of dangerous behaviours for baseline
- Invited to nurture breakfast club
- Bespoke programme of nurture put in place
- Restorative practices implemented daily
- Lunchtime/Breaktime Reflections with the Behaviour Lead available daily
- Behaviour Lead Lead to deliver activites to help children understanding their emotions e.g. Zones of regulation.

2. Tier 2 –
low level
behaviours
which prevent
others from
learning

- Meeting with parents required with fortnightly reviews until resolved
- Restorative practice work completed when necessary
- Lunchtime Reflection with the teacher
- Behaviour Lead to plan interventions with small groups of children to train them how to regulate and manage emotions.

3. Tier 3 –
preventative
intervention
needed due to
vulnerabilities
(bereavement,
loss, trauma)

- Parental consent obtained for therapeutic intervention
- ELSA/ counselling
- Restorative practice work carried out

Positive Phrasing Stem Sentences



- You're late!
- You've already missed an hour of learning!
- Don't run in the corridors!
- Stop talking when I am.
- I'm getting fed up / annoyed now.
- Don't talk like that.
- Do I need to separate you?
- What a mess!
- I explained how to do this already.
- Calm down
- Stop shouting



- I'm really pleased you're here today.
- You're here in time for English, that's great!
- Remember to walk in corridors.
- It's great that you're listening whilst I'm talking.
- It makes me happy when you ____.
- We use kind words at Brookfield.
- Would you benefit from a break apart?
- It looks like you've had fun here. How can we get it cleaned up?
- Maybe I can show you another way.
- Breathe. I'm here to help.
- Take a deep breath, then tell me what's happened.





The Brookfield Way

The Brookfield Way is our whole-school approach to behaviour, underpinned by our school motto 'Be the best you can be'. This supports our three core values: Ready, Respectful and Safe. These values guide how children interact with others, approach challenges, and take ownership of their actions. The Brookfield Way is an expectation for every child, in every space, and at every point of the school day. By promoting positive relationships, high expectations, and restorative practices, the Brookfield Way ensures that every child feels safe, valued, and supported to make positive choices and learn from mistakes

Entering the Hall

-  Class line up quietly in the classroom, with a named 'frontstop' and 'backstop'.
-  Class line is organised by teacher so as to avoid particular children sitting together if necessary.
-  Class walks down corridor quietly, facing forwards. Teacher leads but ensures that the line can be seen by them at all times (continuously looking back). Teacher stops the line if the noise level/behaviour is not acceptable and lets the children know this in a calm and quiet manner – non-verbal communication is preferable whenever possible. Children are reminded of the Brookfield Way.
-  Line stops at the double doors before entering the hall. A child is asked to hold the door open for all to enter the hall.
-  Class sits down silently, facing the adult leading the assembly. Year 6 children to sit on the benches at the back of the hall.
-  Class to be praised at each of the stages above so that they know what they are doing well. Children are reminded to follow the Brookfield Way

During Assembly

-  Encourage all children (non-verbally) to participate. During singing, staff to model singing.
-  Throughout the assembly, staff to continuously check for appropriate behaviour and write names on a whiteboard (to be added to the wheel).
-  Children to be reminded about legs crossed, with key individuals seated near to adults.
-  Children to show respect for the speaker at all times through active listening, joining in when requested.
-  Class to be praised (non-verbally) at each of the stages above so that they know what they are doing well. At all times (in class or in the hall), staff should use a respectful means of gaining the children's attention. If behaviour needs addressing, staff to correct it silently if possible through gestures. Positive behaviour to be praised silently through gestures.

Leaving the Hall

-  As entering the hall
-  Children are quiet until they are back in the classroom – praise on return

Transitions

- 🐼 Children should walk sensibly in single file, with their arms by their side.
- 🐼 Children should be quiet when walking down corridors
- 🐼 An adult should be at the front of the line, but be able to see down to ensure standards are maintained.

P.E/Class Activities in the Hall

- 🐼 Before leaving the classroom, instruct the class as to how/where they should sit/stand on entry to the hall eg. "Once in the hall, find a space, sit silently facing the front."
- 🐼 Class to be praised at each of the stages above so that they know what they are doing well.

During the Lesson

- 🐼 Noise can compromise safety, particularly in a physical activity; explain this to the class.

Leaving the Hall

- 🐼 As entering the hall
- 🐼 Children are quiet until they are back in the classroom – praise on return. If staff find themselves giving the same message again and again regarding inappropriate behaviour, the children are not learning it. Staff should stop, re-evaluate, (ask for advice if necessary) and take action. As the class learn the expectations, a gentle reminder will be all that is needed as well as praising all those who are doing what is expected.

In and Around the Classroom Environment

- 🐼 The classroom will be tidy, well-ordered and well-resourced at all times.
- 🐼 Children's work areas will be tidy as they work and after each lesson.
- 🐼 The classroom will be a place where children and adults alike enjoy spending time; they feel comfortable and welcomed.
- 🐼 Working walls and classroom resources will be clear and consistent in every room, supporting the learning of all children and removing the need for pupils to learn new routines when they move between classes.
- 🐼 Teachers will have resources ready before the start of every lesson.
- 🐼 Classrooms will be left ready for the next day, at the end of every day.
- 🐼 All devices will be put on charge to ensure they are ready for the next users.

Learning Behaviours

- 🐼 Eye contact will be given to the speaker.
- 🐼 No one will speak over anyone else.
- 🐼 Body language will be positive and respectful.
- 🐼 Children will respond immediately to our call and response 'class, class, class, yes, yes, yes' or countdown from 5. Pupils stop what they are doing, pause, and give their full attention to the adult.

Child Behaviour

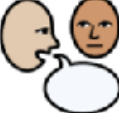
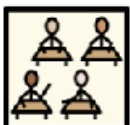
- 🐼 Children will use good manners at all times eg. greetings, please/thank you ...
- 🐼 A calm and respectful tone will be used so that all can be treated with dignity.
- 🐼 Children will treat peers and adults as they would want to be treated themselves.

Adult Behaviour

- 🐼 Adults will use good manners at all times eg. greetings, please/thank you ...
- 🐼 A calm and respectful tone will be used so that all can be treated with dignity.
- 🐼 Adults will treat peers and children as they would want to be treated themselves.

	READY ✿ Be at school on time. ✿ Make sure you get a good night's sleep. ✿ Wear your Brookfield uniform with pride. ✿ On PE days, wear your PE kit. ✿ Remember to bring a coat and a water bottle. ✿ Listen carefully to the grown ups when they are teaching you. ✿ Do your homework. ✿ Bring your book bag, your reading book and your reading record.	RESPECTFUL ✿ Take turns, listen and don't shout out. ✿ Treat others as you want to be treated. ✿ Listen to other people's opinions and ideas. ✿ Be a kind and caring friend. ✿ Follow the OPAL charter. ✿ Follow the classroom rules. ✿ Be thoughtful, considerate and use your manners.	SAFE ✿ Listen carefully to grown up's instructions. ✿ Use equipment appropriately and look after it. ✿ Follow online safety rules. ✿ Talk to an adult if you need help or you think someone else might need help. ✿ Play safely outside, remembering the potential risks shared in OPAL assembly.	
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Restorative approach to supporting behaviour at Brookfield Primary School

1 	A reminder of expectations and rules	
2 	A verbal warning	
3 	Reflection time in the Safe space	
4 	Reflection time in the buddy classroom	<i>Parent/Carer informed at these stages</i>
5 	Reflection time at break or lunch	
6 	Reflection time with SLT	
7 	Reflection time with Headteacher or Deputy Headteacher	



Date:

Can you tell me what happened?
How did it make you feel?

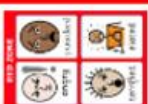


Who do you think has been
affected by your actions? How
were they affected?

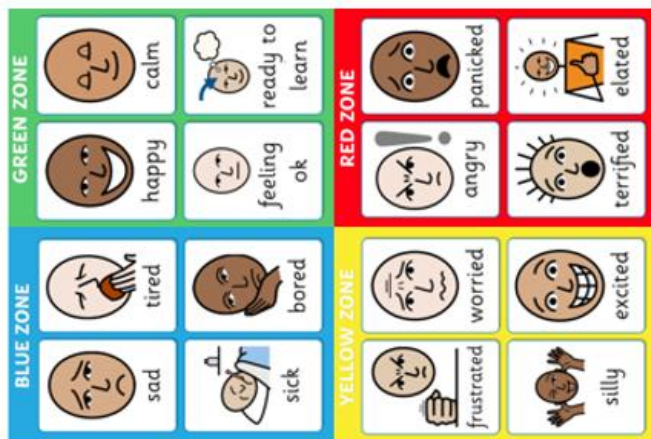


Reflection

What could you have done to make
sure everyone felt safe? Will you try
that next time?



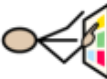
How can we prevent this from
happening again in the future?
What can I do to help you?



Discussed with Parents:

Follow up:

Exceeding Brookfield Expectations

 Ready	 Respectful	 Safe
 Making a dedicated effort to succeed and grow	 Showing great kindness to others	 Owning mistakes and repairing them.
 Showing continued perseverance and resilience	 Setting a shining example in their attitude to learning.	 Taking initiative to solve a problem.
 Valuing the opportunities available to them.	 Going out of their way to help someone.	 Asking for help if they, or someone else, need it.

September 2026