



Broad Oak Community Primary School

Behaviour Policy

The Policy was presented to the full governing body for ratification and adoption on Monday

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1. Our Behavioural and Wellbeing Philosophy

At Broad Oak Community Primary School, we believe that positive behaviour grows from positive relationships. We are committed to creating a safe, inclusive and ambitious environment where every child feels valued, understood and able to succeed.

Our approach is relational, trauma-informed and restorative. We recognise that behaviour is a form of communication and that children are more likely to make positive choices when they feel safe, connected and regulated.

We therefore seek to:

- Build strong relationships with every child.
- Teach behaviour explicitly rather than simply manage it.
- Support children to regulate before addressing behaviour.
- Repair harm and restore relationships when difficulties occur.
- Maintain high expectations alongside high levels of support.
- Ensure all children feel a sense of belonging and responsibility within our school community.

We believe that relationships come first, behaviour can be taught and every child can learn to make positive choices with the right support, guidance and consequences.

This policy should be read in conjunction with the Anti-Bullying Policy, Physical Intervention Policy and Suspension and Exclusion Policy.

2. Aims of the policy and procedures

To promote an ethos where:

1. Agreed expectations are established and acted upon fairly and consistently.
2. Good behaviour, manners and effort are encouraged, rewarded and used as a model for others to follow.
3. Property is respected and pride in the school and each other is nurtured.
4. Positive relationships promote mutual respect and support and the behaviour of all is positive.
5. Families are involved in the process of promoting high standards of behaviour.
6. Children and staff are kept safe in an environment which minimises risk through behavioural improvement.

3. Our Relational Approach

At Broad Oak we seek to work *with* children. Working with children combines high support and high challenge, enabling children to feel respected whilst taking responsibility for their actions. This approach strengthens relationships and promotes lasting behaviour change.

We recognise that children thrive when adults provide both:

- **High Support**
- **High Challenge**

This means that children are treated with dignity and respect whilst also being held accountable for their choices.

We avoid approaches that are done:

- **To** children (punitive)
- **For** children (removing responsibility)
- **Not** with children (withdrawal, ignoring or neglect)

Instead, we work alongside children to help them understand behaviour, repair harm and make better choices in the future.

Our relational approach is built upon four key principles:

3.1 Relationships Come First

Positive relationships underpin all learning and behaviour. Staff intentionally build connections with children through positive interactions, genuine interest and daily relationship-building.

3.2 Regulate Before We Educate

Children are not always able to learn from behavioural incidents when they are distressed, dysregulated or overwhelmed. Staff will first support children to feel calm, safe and connected before addressing behaviour.

3.3 Repair After Harm

When behaviour causes harm to others, children will be supported to reflect, take responsibility, repair relationships and restore trust.

3.4 High Challenge and High Support

Adults maintain high expectations for every child whilst providing the support needed for them to be successful.

4. Regulation and Wellbeing

We recognise that children are best able to learn and behave positively when key emotional and physical needs are met.

Staff will seek to ensure children feel:

- Safe
- Connected
- Valued
- Included

- Motivated to succeed

When children are distressed or dysregulated, adults will prioritise co-regulation and support before attempting to teach, challenge or resolve behavioural incidents.

This reflects our commitment to helping children become emotionally aware, resilient and responsible members of our school community.

5. The Three Es

The Three Es provide a consistent framework for behaviour conversations across school.

5.1 Engage

- Use the child's name.
- Acknowledge feelings.
- Help the child feel heard.
- Reassure and reconnect.

5.2 Explain

- Explore what happened.
- Consider the impact on self and others.
- Support reflection.
- Encourage accountability.

5.3 Expect

- Clarify expectations.
- Identify any necessary consequence or restorative action.
- Agree strategies for next time.
- End positively.

All restorative conversations should follow this framework wherever appropriate.

6. Be Broad Oak

Our behaviour expectations are summarised through three simple principles:

6.1 Be Kind

Children will:

- Use respectful words and actions.
- Show empathy and understanding.

- Include others.
- Listen to different viewpoints.
- Solve problems calmly and respectfully.

6.2 Be Ready to Learn

Children will:

- Arrive prepared and on time.
- Follow routines.
- Listen to others.
- Focus on learning.
- Try their best even when learning feels challenging.

6.3 Be Responsible for You

Children will:

- Follow instructions first time.
- Make positive choices.
- Take responsibility for their actions.
- Repair harm when mistakes occur.
- Use strategies to manage emotions and behaviour.

Staff will explicitly teach, model, recognise and reinforce these behaviours throughout the school day.

7. Staff Responsibilities

All adults at Broad Oak share responsibility for creating and maintaining a positive, safe and inclusive behaviour culture. Consistency from adults is essential in developing consistency from children. Equally, consistent implementation of this policy by all staff is also essential in creating a safe, predictable and positive behaviour culture across the school.

Staff will:

7.1 Build Positive Relationships

- Prioritise positive relationships with children, families and colleagues.
- Greet children warmly and seek opportunities to build connection throughout the day.
- Demonstrate care, respect and unconditional positive regard.
- Speak about children as though they are present and listening.

7.2 Model the Behaviour We Expect

- Act as positive role models in both words and actions.

- Use calm, respectful and professional language.
- Demonstrate kindness, responsibility and readiness to learn.
- Promote and uphold the school's values in all interactions.

7.3 Maintain High Expectations

- Hold consistently high expectations for all children.
- Provide high challenge alongside high support.
- Teach, model and reinforce expected behaviours explicitly.
- Ensure behaviour expectations are understood by all pupils.

7.4 Use Consistent Approaches

- Follow agreed school behaviour systems and procedures.
- Use the Three Es framework when supporting children to reflect on behaviour.
- Focus on teaching behaviour rather than simply correcting it.
- Apply consequences fairly, proportionately and consistently.
- Support children to repair harm and restore relationships following incidents.

7.5 Support Regulation and Inclusion

- Recognise that behaviour is a form of communication.
- Seek to understand the reasons behind behaviour.
- Support children to regulate before addressing behaviour.
- Make reasonable adjustments where appropriate for children with SEND or additional needs.
- Work collaboratively with families and external agencies when required.

7.6 Promote a Safe Learning Environment

- Take responsibility for the behaviour and welfare of all children.
- Create calm, predictable learning environments.
- Record significant behavioural incidents using agreed school procedures.
- Raise concerns early and seek support when patterns of behaviour emerge.

By modelling the behaviours outlined in *Be Broad Oak*, adults create the conditions in which children feel safe, valued, responsible and ready to learn.

8. Rewards and Recognition

We have high expectations of behaviour for all our pupils and aim to promote positive behaviour in school by giving children who behave well a high profile. High quality behaviour and effort are encouraged and rewarded, publicised and then used as a model for others to follow. Examples of good behaviour will be consistently highlighted and can be acknowledged by a system of rewards. Rewards help to identify

positive aspects of each child's behaviour and making them aware of their abilities and qualities and so build self-esteem.

Recognition may include praise, celebration, communication with parents, certificates, responsibilities and other age-appropriate rewards that acknowledge effort, achievement and positive conduct.

Each class may have its own system to reward good behaviour and work. If rewards are offered, these should be either from the school resources provided (stickers etc) or of non monetary value e.g. extra playtime or privileges such as playing a game with a friend. Lunchtime Supervisors play an important role in maintaining good discipline at dinnertime. They should also inform the class teacher of incidents of children showing good behaviour.

9. Consequences and Restorative Practice

At Broad Oak, consequences are designed to teach, repair and restore rather than punish. We believe that children learn best when they are supported to understand the impact of their behaviour, take responsibility for their actions and make positive choices in the future.

Where behaviour falls below our expectations, adults will seek to:

- Support the child to regulate where required.
- Use the Three Es framework to explore and reflect on behaviour.
- Help the child understand the impact of their actions on themselves and others.
- Reinforce the expected behaviour.
- Repair harm and restore relationships.
- Develop strategies to support future success.

Consequences should always be:

- Proportionate.
- Consistent.
- Respectful.
- Linked to the behaviour.
- Focused on learning and accountability.

Where possible, consequences should have a logical connection to the behaviour. Children should be supported to put things right and demonstrate responsibility for their actions.

9.1 Examples of Restorative Consequences

Examples may include:

- A restorative conversation using the Three Es.
- Repairing, tidying or replacing damaged resources.
- Completing learning missed due to poor choices.
- A written or verbal apology.
- Supporting others affected by the behaviour.

- A period of reflection with an adult.
- Communication with parents or carers.
- Temporary time away from an activity or environment to regulate and reflect.

In cases of serious, persistent or unsafe behaviour, additional support, intervention or consequences may be required. These may include involvement from senior leaders, Alternative Internal Provision, suspension or permanent exclusion in line with statutory guidance and associated school policies.

9.2 Serious Behaviour Incidents

The following behaviours will be referred to a member of the Senior Leadership Team and recorded using agreed school procedures:

- Bullying.
- Racist, homophobic or discriminatory language.
- Repeated violence.
- Serious damage to property.
- Repeated stealing.
- Threatening behaviour towards adults or pupils.
- Persistent refusal to follow reasonable instructions.
- Injury to another person, including staff.
- Offensive language targeted towards others.
- Behaviour involving sexualised conduct or inappropriate sexual behaviour.
- Any behaviour that places the safety, welfare or education of pupils or staff at significant risk.

9.3 Graduated Approach to Behaviour Support

Incidents of poor behaviour should, wherever possible, be addressed by adults who know the child best using the school's relational and restorative approaches.

Where additional support is required:

- Support may be sought from a year group colleague.
- Support may be sought from the Deputy Phase Leader.
- The Deputy Phase Leader will determine whether further intervention from the Senior Leadership Team is required.

Where patterns of behaviour emerge, targeted support and intervention may be implemented. This may include:

- Individual behaviour or regulation support plans.
- Emotional regulation programmes.
- Wellbeing Plans (IBPs).
- Referral to the Behaviour Intervention Team (BIT).
- Involvement of the SENDCO, Pastoral Team or external agencies where appropriate.

This graduated approach ensures that behaviour is understood, supported and addressed in a way that promotes long-term success for all children.

10. Neurodiversity, SEND and Behaviour

At Broad Oak, we recognise that behaviour is a form of communication. Some behaviours may be influenced by neurodiversity, sensory processing differences, communication needs, attachment needs, trauma, anxiety or social, emotional and mental health difficulties. We are committed to understanding the reasons behind behaviour and ensuring that all children receive the support they need to succeed.

10.1 Understanding Behaviour

When behaviour occurs, adults will seek to understand the factors contributing to it and consider whether the behaviour is linked to:

- Communication difficulties.
- Sensory needs.
- Emotional regulation difficulties.
- Anxiety or distress.
- Neurodiversity.
- Social, emotional and mental health needs.
- Environmental factors or unmet needs.

Staff will use professional judgement, knowledge of the child and information from parents, carers and professionals to understand behaviour before deciding upon the most appropriate response.

10.2 Need and Agency

We recognise that there is an important distinction between behaviour that arises from an identified or emerging need and behaviour that represents a deliberate behavioural choice.

Where behaviour is linked to need, adults will focus on:

- Understanding triggers and patterns.
- Supporting regulation.
- Making reasonable adjustments.
- Adapting provision where appropriate.
- Teaching skills and strategies to enable future success.

Where behaviour represents a behavioural choice, children will be supported to understand the impact of their actions and appropriate restorative consequences will be applied.

In all cases, children will be treated with dignity, respect and fairness whilst being held accountable for their actions in a developmentally appropriate manner.

10.3 Reasonable Adjustments

The school recognises its duty to make reasonable adjustments for pupils with SEND and disabilities.

Adjustments may include:

- Adapted routines and expectations.
- Visual supports and timetables.
- Additional processing time.
- Sensory regulation opportunities.
- Alternative methods of communication.
- Individual regulation strategies.
- Structured transition support.
- Personalised behaviour or wellbeing plans.

Reasonable adjustments do not remove expectations. Instead, they provide the support required for children to meet those expectations successfully.

10.4 Graduated Support for Behaviour Needs

Where a pattern of behaviour causes concern, a graduated approach will be implemented. The school will consider whether behaviour may be linked to an unmet special educational need and will review support strategies where appropriate.

This may include:

- Close monitoring of behaviour and identification of triggers.
- Discussions with parents and carers.
- Support from the Pastoral Team, SENDCO or Senior Leaders.
- Emotional regulation or wellbeing interventions.
- Individual Behaviour or Wellbeing Plans.
- Referral to relevant external professionals where appropriate.

Behaviour incidents requiring ongoing support will be recorded using the school's agreed procedures to enable patterns, triggers and effective strategies to be identified.

10.5 Working in Partnership

The most effective support is achieved when school, families and external agencies work together.

Where additional needs are identified, staff will work collaboratively with parents, carers and professionals to ensure that support is consistent, appropriate and focused on helping each child feel safe, regulated, included and successful.

Our aim is always to understand, support and teach, enabling every child to develop the skills, confidence and self-regulation needed to thrive within the Broad Oak community.

11. Effective Classroom Management

At Broad Oak, positive behaviour is promoted through strong relationships, clear routines, engaging learning and consistently high expectations. We recognise that effective classroom management is not simply about responding to behaviour but about creating the conditions in which children feel safe, valued and ready to learn.

Staff create calm, purposeful and inclusive learning environments by:

- Building positive relationships with all children.
- Explicitly teaching, modelling and reinforcing the expectations within the Be Broad Oak framework.
- Establishing clear routines that are understood and consistently followed.
- Providing high challenge alongside high support.
- Maintaining calm, predictable and orderly learning environments.
- Delivering lessons that engage, motivate and meet the needs of all learners.
- Celebrating success, effort and positive contributions.
- Using consistent language and approaches across the school.
- Addressing concerns early through supportive and restorative approaches.

11.1 The Learning Environment

Staff will ensure that classrooms and learning spaces:

- Are organised, welcoming and conducive to learning.
- Promote independence, responsibility and positive behaviour.
- Reflect and reinforce the school's values and behaviour expectations.
- Support the needs of all learners, including those with SEND and additional needs.
- Minimise distractions and maximise opportunities for engagement and success.

Adults should position themselves effectively within learning environments by:

- Actively circulating and interacting with children.
- Maintaining awareness of the whole learning environment.
- Using proximity, encouragement and positive presence to support behaviour.
- Ensuring all children feel seen, supported and included.

Through positive relationships, consistent expectations and high-quality teaching, staff create environments where children feel safe, succeed and thrive.

12. Team-Teach and Positive Handling

Broad Oak Community Primary School adopts the Team-Teach approach to support positive behaviour, de-escalation and the reduction of risk. Identified staff are trained to use relational, restorative and preventative approaches to minimise the need for restrictive physical intervention.

Restrictive physical intervention will only be used as a last resort where it is reasonable, proportionate and necessary to prevent harm to a pupil, another person or significant damage to property.

Any use of positive handling or restrictive physical intervention will be recorded and monitored in line with the school's Physical Intervention Policy and statutory guidance.

Further information regarding prevention, de-escalation, positive handling and restrictive physical intervention can be found in the school's Physical Intervention Policy.

13. Anti-Bullying Policy

Broad Oak has a zero tolerance approach to bullying. Everyone has the right to be treated with respect. All children have access to a phase leader, senior staff or the pastoral team and can report bullying incidents to them. Daily check ins are in place for each class for concerns to be addressed. This may include a restorative justice approach. Bullying incidents will be investigated and recorded in accordance with the school's Anti-Bullying Policy. Consequences for bullying are in line with the general consequences previously included in this policy.

14. Alternative Internal Provision

Some behaviour or repeated behaviour will result in an alternative internal provision within school; this will be for a fixed period determined by the Headteacher. This will take place within school but away from their current class. It may need to be supported by staff from the child's year group.

Alternative Internal Provision is intended to provide additional support, reflection and intervention to help pupils understand and improve their behaviour whilst remaining engaged in education. The aim is to repair, restore and prevent further incidents wherever possible.

Alternative provisions are a supportive way to help children understand their behaviours and look at ways to avoid a repeat of these behaviours in the future, thus avoiding formal suspensions.

15. Suspensions and Permanent Exclusions

Broad Oak Community Primary School follows the Department for Education's statutory guidance on suspensions and permanent exclusions and the procedures set out by St Helens Local Authority.

Suspensions and permanent exclusions are serious consequences and will only be used when necessary, lawful, reasonable, fair and proportionate.

The school is committed to maintaining a safe, supportive and inclusive environment for all pupils and staff. Wherever appropriate, a range of supportive and restorative strategies will be considered before suspension is used. Permanent exclusion will only be considered as a last resort in response to a serious breach, or persistent breaches, of the school's behaviour policy where allowing the pupil to remain in school would seriously harm the education, welfare or safety of others.

When making decisions regarding suspension or permanent exclusion, the Headteacher will consider the individual circumstances of the pupil, including any SEND, safeguarding concerns or other relevant vulnerabilities.

The Chair of Governors will be informed in accordance with statutory guidance and all procedures will be followed in line with Department for Education requirements.

16. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided 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 sanction 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, including cyberbullying, 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 consequences 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 consequences 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.

17. Data collection and behaviour evaluation

The school may 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
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify 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.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

18. Monitoring and review

This policy will be reviewed by the headteacher and SLT 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 published on the school website and made available for Ofsted inspections and reviews by the lead inspector, upon request.