Connect Alliance Trust

Excellence - Collaboration - Respect

# Behaviour Policy

## Adopted by

# Brookburn Primary School

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| **Approved by:** | Connect Alliance Trust Board | Date: 23.9.25 |
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## Version Control Table

| Version | Date | Author | Rationale / Summary of changes | Ratified |
|---|---|---|---|---|
| V1.1 | 09/09/25 | Jayne Kennedy | New CAT policy | Sept 25 |
| V2.0 | 17/09/26 | Jayne Kennedy | updates in line with KCSIE 2026 and DFE guidance.Sentence removed (page 17) | |

# Contents:

Statement of intent

1. Legal framework and relevant school policies
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Creating effective school climates
    - Classroom expectations, charters and routines
    - Understanding behaviour
    - The classroom environment
    - Praise and Rewards
    - Positive relationships and approaches
    - Effective pupil support
    - De-escalation strategies
    - Managing Behaviour
    - Intervention
6. Child-on-child abuse, harmful sexual behaviour (HSB) and sexual harassment
7. Smoking and controlled substances
8. Prohibited items, searching pupils and confiscation
9. Behaviour outside of school premises
10. Data collection and behaviour evaluation
11. Monitoring and review

**Appendices**

*Appendix 1: Traffic lights recording sheet*

*Appendix 2: Help scripts*

*Appendix 3: PACE scripts*

*Appendix 4: Restorative strategies*

*Appendix 5: Behaviour reflections (Reflect and reset)*

*Appendix 6: Zones of Regulation*

*Appendix 7: Individual Behaviour Plan (EYFS/ KS1 and 2)*

*Appendix 8: Year 5 and 6 report card*

*Appendix 9: Empowering Learning Framework*

## Statement of intent

Connect Alliance Trust believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

Connect Alliance Trust is committed to the United Nations Convention for the Rights of the Child (CRC) and the Rights Respecting School award programme. As a Rights Respecting Trust, it is necessary to encourage pupils to develop a clear understanding of their rights as members of the school and wider community. As UNICEF 'Rights Respecting Schools' the principles of equality, dignity, respect, non-discrimination and participation are embedded in the ethos and culture. We put the UN Convention at the heart of our Trust's practice to improve well-being. Children's rights are learned, taught, practiced, respected, protected and promoted. Our children build a moral framework, based on equality and respect for all that lasts a lifetime.

The Rights Respecting School approach gives every child a powerful language to use to express themselves and to challenge the way they are treated and injustices for others. Children are empowered to access information that enables them to make informed decisions about their learning, health and wellbeing.

The policy aims to encourage and support children in learning, working and playing together in a safe, secure and friendly environment. We believe our children will grow up as successful, responsible citizens.

The trust is committed to:

- Providing a clear vision for all in the school community about behavioural expectations, to promote a positive ethos in our schools so that every member of the community feels valued and respected and that each person is treated fairly
- Providing guidance for all staff, children and parents about how behaviour is managed and supported in all schools in the trust, creating environments where everyone feels happy, safe, secure and with a strong sense of belonging
- Promoting and praising desired behaviour.
- Challenging and addressing misbehaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- To develop citizens of the future who are caring and think about others, respecting and valuing the feelings, opinions, beliefs, property and differences of others.
- Ensuring equality and fair treatment for all.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- To work in partnership with parents to develop our children personally, academically, morally and spiritually in preparation for a positive role as future adults
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of this policy and associated procedures.

- Help children to be positive, responsible and increasingly independent members of their school community, who have developed a responsibility for their own behaviour
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent reward and consequence systems.

To be effective, our policy must permeate all areas of school, be implemented consistently and rigorously and pupils must clearly understand the rewards and consequences of their behaviour.

The trust 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. They also recognise that poor behaviour may be a sign that a child is suffering harm or have been traumatised by abuse.

## 1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2026) 'Restrictive interventions including use of reasonable force, in schools'
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2026) 'Keeping children safe in education 2026'
- Working Together to Safeguard Children to ensure multi-agency safeguarding statutory alignment. (2023 / 26 updates)
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'

- DfE (2024) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’
- DfE (2024) ‘Mobile phones in schools’
- DfE (2024) ‘Creating a school behaviour culture: audit and action planning tools’

This policy operates in conjunction with the following trust and school policies:

- Mental Health and Wellbeing Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Mobile Phone Policy
- Attendance policy

## 2. Roles and responsibilities

The trust board and school governing boards will have overall responsibility for:

- 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 pupils can learn in a calm, safe and supportive environment, where 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 trust and each school’s website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing high expectations of pupils’ conduct and behaviour, and implementing measures to achieve this through school charters, expectations, routines and any consequences in line with the trust’s vision and values.
- The day-to-day implementation of this policy.

- Reporting to the school governing board and trust's executive team on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues.

The school's mental health lead will be responsible for:

- 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 this policy.
- Collaborating with the school's special educational needs and disabilities coordinator (SENDCO), Headteacher and governing body, to outline and strategically develop behavioural and SEMH provisions for the school.
- Support staff's professional development on mental health and behaviour.

The SENDCO in collaboration with the Deputy Head will be responsible for:

- Collaborating with the school governing board, headteacher and the senior mental health lead, as part of the school's leadership team, to determine the strategic development of behaviour and other related policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and other related 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.
- Designing personalised behaviour systems for individuals who need additional support to meet the behaviour expectations.
- Providing new staff with a clear induction with the trusts/ schools behavioural culture to ensure they fully understand its rules and routines, and how best to support all pupils to participate fully.
- Ensuring that the data from the behaviour reported on CPOMs is reviewed and analysed regularly to ensure that no groups of pupils are disproportionately impacted by this policy.

Teaching staff will be responsible for:

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Implementing the 'Empowering learning' curriculum consistently.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- 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 SEMH-related behavioural difficulties will be able to access the full national curriculum.

- Being responsible and accountable for the progress and development of the pupils in their class.
- Taking proportionate action, in-line with the school's policy, to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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

- Adhering to this policy and applying it consistently and fairly.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour at all times.
- Ensuring that language used is consistent and appropriate.
- Setting high expectations for every pupil.
- Understanding that all behaviour is communication that we seek to understand.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the leaders up-to-date with any changes in behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.
- Avoiding any behaviour or language that could be misinterpreted by others. (e.g. sarcasm, shouting)

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.
- Agreeing to the class/ school charter to ensure that rights are realised and enjoyed by everyone.

Parents will be responsible for:

- Working with the school in the best interest of the children.
- Having an open communication with staff and discussing any behavioural concerns promptly.
- Supporting their children in adhering to the school's behavioural expectations.
- 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, and has the purpose of effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- **Sexual harassment -** unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened.
- **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, vaping materials or nicotine products and school's published banned items.
- Truancy and running away from school
- Refusing to comply with disciplinary consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting, violence and aggression
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define child-on-child abuse along a progressive continuum:

- **Healthy / Expected:** Age-appropriate curiosity and exploratory behaviours typical for a child's developmental stage.

- **Inappropriate / Problematic:** Behaviours that exceed developmental expectations or cause concern, but lack intentional coercion or force.

- **Harmful / Abusive:** Acts involving a misuse of power, physical force, coercion, manipulation, or an inability/failure to give informed consent.

- Harmful sexual behaviour (HSB) - sexual actions expressed by children or young people under 18 that are developmentally inappropriate, harmful to themselves or others, or abusive toward another child, young person, or adult.
- Technology-assisted HSB - Coerced or non-consensual sharing of nude or semi-nude images (including AI-generated explicit media), grooming, exposure to extreme pornography, and online sexual abuse.
- **Sexual harassment -** unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, catcalling, sexualized gestures, persistent unwanted attention, sexualized intimidation, and upskirting. etc.
- **Sexual Violence & Contact Abuse:** Non-consensual sexual touching, physical assault, attempted sexual assault.

For the purposes of this policy, the school will define, “Challenging behaviour” to include:

- Verbal abuse
- Persistent disobedience or destructive behaviour
- Any behaviour that **threatens** safety or presents a serious danger (hurting themselves or others)
- Any behaviour that seriously inhibits the learning of pupils

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:

- Low-level disruption in lessons, in corridors during transition times and at break and lunchtimes
- Failure to complete classwork
- Disrespectful attitude towards other children or adults

“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 expectations and routines and how best to support all pupils to participate in creating the positive climate 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 school’s leadership team 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 including training staff on anticipating and making reasonable adjustments for pupils with SEND prior to issuing behavioral consequences.

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.

Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The headteacher/leaders will review staff training needs each year, and in response to any serious or persistent behaviour issues impacting on the running of the school.

## 5. Creating effective school climates

Well-managed classrooms are paramount to creating a positive school climate to support all children’s learning. Effective classroom management will allow staff to:

- Understand children’s behaviour as communication

- Start the year with clear sets of expectations (Charters) and routines that are understood by all pupils. These should define what is acceptable behaviour and what the consequences are if the expectations are not adhered to. Attention is given to how expectations 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”.
- Establish agreed rewards and positive reinforcements.
- Establish communication and consequences for misbehaviour.
- Establish clear responses for handling behaviour that contravenes the behavior policy and agreed expectations, in line with agreed trust vision and values.
- Encourage respect and development of positive relationships. Ensure that positive language is used through all communication e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

  ‘Kind hands - thank you.’ rather than ‘Don’t hit.’

  ‘I noticed you…even though you were…
- Make effective use of the physical space available.
- Have well-planned lessons that are adapted to meet the needs of all pupils.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school and class charters, which requires pupils to:

- Respect yourself
- Respect others
- Respect the school environment and be safe

**Classroom expectations, charters and routines**

- **All classes will have a class charter which will be clearly displayed.**
- The aim of the charter is to make the UN Convention on the Rights of the Child (CRC) a real and meaningful guide to action for adults and children on a day-to-day basis. It will help develop a sense of shared ownership of the classroom and learning.
- The rights selected from the CRC will be most relevant to the class.
- The rights will be worded in language that is meaningful to the children.
- The actions agreed between all children and adults will ensure that rights can be realised and enjoyed by everyone. The charter will be signed.
- The charter is not a behaviour management tool- it is important that children and adults alike learn that all children are rights holders and adults are duty bearers.
- All expectations outlined in the classroom expectations/charter agreement are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

- All adults working with children should model rights-respecting behaviour and use rights- respecting language in order to reinforce the benefits of the values system.
- *https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2018/08/Charter-Guidance-2023_v3.pdf*

**Understanding behaviour**

At Brookburn we seek to understand what a child is communicating to us through their behaviour. It is our job as the educational professionals to identify what the possible contributing factors may be and identify strategies that will support individual children. A range of approaches will be used to analyse behaviour. For example the STAR approach (Setting, Trigger, Action, Response) or the Boxall Profile. This may also include other professionals such as: educational psychology, speech and language therapy, occupational therapy and clinical psychology.

**Children with Special Educational Needs/ Disabilities**

Children with special educational needs and/ or disabilities (SEND) are included within the whole of the behaviour policy. They may, however, need extra motivators or incentives. Individual targets will be set by the class teacher, with support from the SENDCo, parents/ carers and any outside agency that may be involved and included in the child's Individual Learning Plan (ILP) and 'All About Me'. These further explain individual needs and personalised strategies to support behaviour. Children will have Individual Behaviour Plans, which are bespoke to each school within the trust. These plans will focus on pro-active and reactive steps to take when supporting effectively.

The first step in responding to pupils who have or may have SEN is high quality teaching, which is adapted for individual pupils. The code of practice (2014) makes it clear that schools should regularly review the quality of teaching for all pupils, including those at risk of underachievement.

SEN support will take the form of a four part cycle – Assess, Plan, Do, Review. This is referred to as the 'graduated response'. The Matching Provision to Need Tool compliments this approach recognising that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be accessed to assist the child with the difficulties they are experiencing. (Code of Practice 2014).

Children identified as having social, emotional and mental health needs are referred to the SENCo and discussed with the Inclusion Team. The SENCo and Deputy Head will monitor progress as a result of intervention put in place.

Brookburn will refer to Manchester's Local Inclusion Support Offer which is designed to strengthen inclusive practice across mainstream schools by offering a holistic package of:

Training
Advice
Direct Delivery

Pupils with an education, health and care plan (EHCP)

The provisions set out in the EHC Plan must be in place and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate the school may request an emergency review of the EHC Plan.

EHCP Team contact details: sen@manchester.gov.uk

**Zones of Regulation**

The zones of Regulation use four colours to help pupils visually and verbally self-identify how they are feeling and functioning in any given moment. The aim of the Zones is to support all pupils to better understand their current social state to enable them to make appropriate choices to regulate their thoughts, actions and sensory needs in a manner that is expected in every social situation.

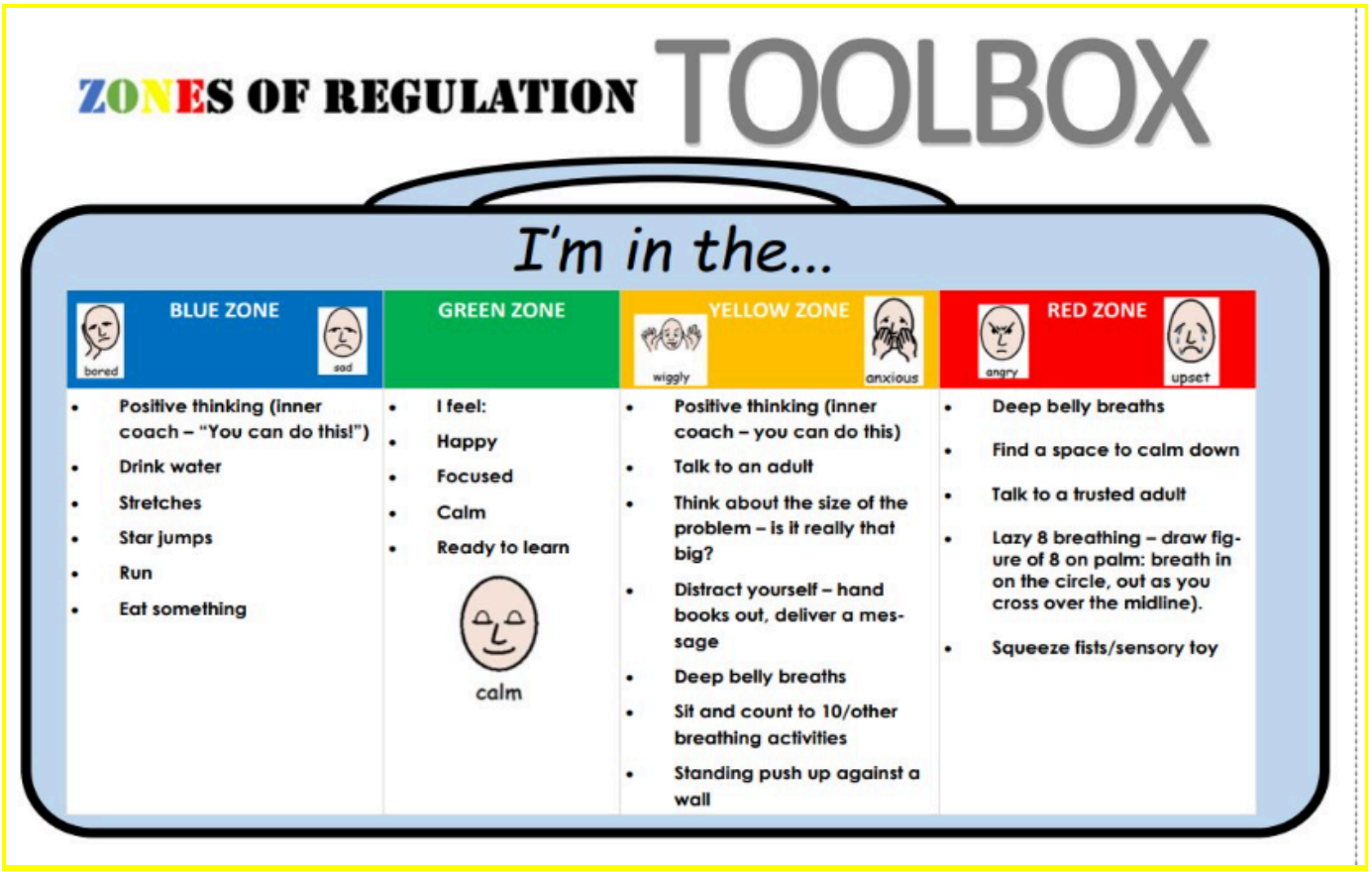
Emotions can confuse or overwhelm pupils. It is key to help them to learn to understand the connection between their sensory systems, their emotions, and their ability to relate to the world in ways that are expected and safe. Pupils are taught a new skillset to act appropriately (expected behaviour) despite triggers. They are provided with a toolkit (sensory tools, calming tools and thinking tools) to support their ability to regulate their emotions and are given numerous opportunities to practice.

We use the language of the Zones of Regulation to raise pupil's awareness of their emotions and ability to regulate their emotions independently or with support.

Through the Zones of Regulation, children are supported to:

1. Develop relationships with their peers and the adult
2. Respond and use tools to calm (through co-regulation)
3. Repair and restore (accept restorative conversations to resolve conflict and support change)

-Year 1- 6 Each class will have a 'Zones of Regulation' display so that pupils can regularly check-in. This will be taught as a part of PSHE.




- In EYFS the children will be introduced to the 'mood meter' through the Think Equal programme linked to PSE.




**Empowering Learning Framework**




At Brookburn we explicitly teach our pupils about learning behaviours through a framework that is progressive. (Appendix 8)
We report on each area to parents/ carers on a termly basis.

**The classroom environment and school environment**

The trust and school understands that a well-structured classroom and school environment is paramount to promoting positive behaviour and therefore 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 and positioning themselves carefully when moving around the school building.

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

- Seating those who frequently model undesirable behaviour closest to, and facing, the teacher.
- Seating those who frequently model undesirable 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, independence and resilience are encouraged.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive and supportive environment. Teachers will encourage pupils to praise one another.

**Rewards**

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.
- Each class will have their own positive incentive systems which reflect the individual needs of each class. This will be based on the class teacher knowing each child well and what will motivate both at the class and the individual level. What motivates a child may vary greatly according to individual needs and interests and it is often the case that for many children individualised external rewards are highly motivating. These may be required for a specific child to engage with either learning tasks or a desired behaviour.

**Whole school reward systems include:**

- **House points** – On starting at school, each child will be placed in a 'House'. Children can earn points for good behaviour in class, around school, during assembly, during the enrichment afternoon and at lunchtimes and playtimes. Points are also given for good work in school, homework and extra-curricular activities. This is to support our pupils to see that we are all working together and building a culture of community.
- **Celebration Assembly** – This is held once a week to reward positive behaviours for learning, good work and to celebrate achievements both in and out of school together.
- One child from each class is nominated to receive a special mention and a certificate. The certificate will give the reason why that child has been chosen.

- **Golden time-** All classes have the opportunity to take part in a structured choosing time as a class reward on a Friday afternoon.
- **Postcards-** Communicating praise to parents/ carers
- **Supersightings-** Led by SLT and focused on school values
- **Positions of responsibility**, e.g. being entrusted with a particular project
- **Trips and activities** for a whole-class or year group

**Positive relationships and approach**

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focuses heavily on forming these relationships to allow teachers and support staff to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers and support staff will enforce a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter school each day.
- Ensuring pupils understand what is expected of them by referencing agreed class charters and other visual aids to support behaviour.
- Creating a positive and welcoming environment where every pupil feels comfortable and respected.
- Creating a safe space where children feel confident to share their worries through the use of class worry boxes, zones of regulation and calm corners.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunch time and break time.
- Focusing on using positive language when interacting with pupils to guide them towards positive outcomes and reframing mistakes as 'marvellous' to encourage a growth mindset.
- Listening to children and validating their feelings and emotions.
- Reporting positive news to parents and carers.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Teaching pupils the importance of showing respect to each other.

Positive mental wellbeing will be promoted through:

- PSHE curriculum - imatter (Healthy Schools)
- Zones of Regulation
- Emotion Coaching

- Restorative approaches
- Positive classroom management
- Developing social skills
- Working with families
- Peer support

**Restorative Approach**

At Brookburn we have a restorative approach to dealing with incidents of anti-social behaviour or conflict situations. We use this approach because it is very effective in changing the behaviour of those who have harmed others. Punishment on its own is not an effective way of getting people to understand the effects of their behaviour on other people.

The basic ethos of the Restorative Approach is to:

- ❖ Ensure that people have the chance to understand the harm that they have done to others.
- ❖ Give people who have been harmed the chance to say how they have been affected
- ❖ Give the people who have caused harm the right to put things right.

Restorative Approaches have three key elements:

1. Ask about what happened
2. Ask about who has been affected and make sure that the perpetrator understands how the victim feels.
3. Enable those who have done harm to put things right and make amends.

Together this gives us the LEAF process of Restorative Practice; **L** (Listen to what happened), **E** (Effect on others), **A** (Amends), **F**(Follow up). Restorative approaches encourage the philosophy of turning over a new leaf. All members of staff supporting children will be trained in using this approach as part of their induction.

**Effective pupil support**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will 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 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. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these.

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

**De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- 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".
- Using Team Teach strategies to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships.
- Promoting safety in the interactions between staff and children through the use of PACE (playfulness, acceptance, curiosity and empathy).

**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.

School records of all reported incidents will be kept and be available to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the support structures in place to help them manage their behaviour and how to engage with those structures when needed.

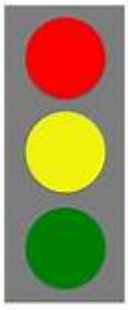
Support, such as targeted discussions with pupils, a phone call with parents, and enquiries into circumstances outside of school by the DSL, will be provided alongside the use of school strategies to prevent the behaviour recurring. After an initial incident of negative behaviour, the following consequences will be considered with staff using their professional judgement and experience to determine what is appropriate and reasonable:

**Steps to follow when dealing with inappropriate behaviour**

If a child does not follow the rules contained within our school charter and the individual class charter then a staged procedure linked to consequences will be followed. We are fully committed to tackling low-level disruption and ensuring that this does not impact on learning. All pupils are aware of what this means and what the consequences are. To support children's understanding we will use 'if…then…'

The consequences consist of a stage procedure which is progressive throughout the day. At the end of each day if the child has completed the consequences then they begin the next day afresh. If, however, the child has not completed their consequences by the end of the day then they are carried over until completed. Once completed the child starts afresh again.

**Our graduated approach to consequences - Traffic light**



A traffic light will be displayed in each classroom.

Step 1- Child will be given a reminder of expected behaviours (this will be linked with the class and school charter)

Step 2- Child will be moved to 'amber' on the 2nd reminder (warning) This will be communicated to the child through either a verbal or non-verbal cue depending on the child/ situation. The class teacher will have the traffic lights on their desk and will make a note of the name.

Step 3- If a further warning is given the child will move to red. At this point the consequence will be a loss of 5 minutes of break/ lunch depending on the time of session.

Step 4- If the behaviour continues- Internal reflection which will be held by a member of SLT. Parent/ carer will be notified.

Year 5 and 6- Where **low level disruption** is not improving following the steps above and there have been repeated reflections, a three tiered report card system will be introduced. This system is also an opportunity to celebrate successes while also identifying patterns or behaviour.
Tier 1: Teacher/ parent meet and agree 2-3 SMART targets to be reviewed every two weeks with the parent/carer. Monitoring will last for a period of 6 weeks.
Tier 2: If targets have not been met within a 6 week period or concerns escalate, the Assistant Head will meet wiith parent/ carer. Monitoring as above.
Tier 3: As above- Head of School

Severe- Internal reflection- this will be led by a member of SLT. A decision will be made by the Head of School or SLT about whether it is safe for a child to return to class. A risk assessment will take place and a phone call will be made to the parent/ carer to discuss the incident.

***This is the only stage which a child can go straight to for the following reasons:***

- ***Physical or verbal abuse towards child/adult that is directly witnessed or heard by a member of staff and may place either themselves or others at risk of significant harm***
- ***Racist comments made to staff or children/***
- ***Leaving the classroom or school premises without permission***
- ***Bullying***

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

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion 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 notional 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
- **Removal from the Classroom / In-School Resets:** Any temporary removal from classrooms, must ensure that removal is time-limited, recorded, monitored for SEND impact, and never used as an informal suspension. This will be recorded on CPOMs under a 'severe clause' category and communicated with parents/carers on the day it occurs.

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

The headteacher will consider whether a permanent exclusion is necessary, in line with the trust's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour. Off-Site Direction and Managed Moves **must adhere to** statutory safeguards, parental rights, and reporting duties required when placing pupils in off-site provision or executing a managed move.

For disciplinary consequences to be lawful, the school will ensure that:

- The decision of a consequence for 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 of a consequence for 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 of a consequence for a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary consequences are 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.

**Intervention**

Members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to leave the classroom when needed

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.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

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 incident will be immediately taken to the Headteacher or SLT member and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day. Any incidents will be recorded on CPOMS in line with DfE (2026) 'Restrictive interventions including use of reasonable force, in schools'

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.

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

## 6. Child-on-child abuse, harmful sexual behaviour (HSB) and sexual harassment

The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy. The school uses Brooks traffic light approach to sexualised behaviours to ensure the approaches taken by schools are in line with the age, stage of development and special education needs. https://www.brook.org.uk/education/sexual-behaviours-traffic-light-tool/

Examples include:

Taking, displaying, or pressuring individuals into taking photos of a sexual nature

Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing

Purposefully cornering or hindering an individual's normal movements

Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:

Accessing, downloading or uploading pornography

Sharing pornography via the internet or email

Websites with sexual content

Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

Gender-based bullying and sexual violence

Unwelcome sexual flirtations or propositions

Invitations or requests for sexual activity

Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names.

Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. The DSL shall be involved in this process.

Consequences 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.

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

Consequences must never replace safeguarding duties; any report of harmful sexual behaviour, sexual violence or harassment must trigger a dual response: safeguarding risk assessment alongside behavior management.

The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

## 7. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils are not permitted to bring smoking/vaping materials or nicotine products to school.

Parents, visitors and staff are instructed not to smoke or vape on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present. The staff member will securely store the sample in the school office. The incident will be reported to the police immediately.

Any further measures will be undertaken in line with the school's Safeguarding Policy.

## 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 (DfE's 'Searching, screening an Confiscation'), where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items include:

- Mobile phones (refer to Mobile Phone policy)

Pupils in Year 5 and 6 may only bring a mobile phone onto school premises if parents/carers have applied for and received written permission from the Head of School. Approved devices must be a basic model restricted to voice calls and text messaging only (no smartphones or cellular-enabled smartwatches are permitted).

Pupils with permission to carry a phone must switch it off before entering the school grounds. It must be handed into the front office immediately upon arrival. Pupils must collect their device at the end of the school day, and it must not be turned on until they have left the school grounds.

Any device brought to school without permission, or any permitted device used in breach of these rules

(e.g. turned on inside school grounds), will be confiscated immediately. Parents/carers must collect the device in person from the front office. Repeated breaches will result in permission being permanently withdrawn.
Pupils are not permitted to use smartwatches or other wearable devices with messaging, internet or camera functions.

- Fireworks.
- Pornographic images.
- Fire lighting equipment: Matches, lighters, etc.
- Drugs and smoking equipment:
  - Cigarettes
  - Tobacco
  - Cigarette papers
  - Electronic cigarettes (e-cigs)
  - Alcohol
  - Solvents
  - Any form of illegal drugs
  - Any other drugs, except medicines covered by the prescribed medicines procedure.
- Dangerous implements, weapons or substances:
  - Knives
  - Razors
  - Catapults
  - Guns (including replicas and BB guns)
  - Laser pens
  - Knuckle dusters and studded arm bands
  - Whips or similar items
  - Pepper sprays and gas canisters
  - Fireworks
  - Dangerous chemicals
- Any other items deemed by the headteacher to be prohibited
  - Liquid correction fluid
  - Chewing gum
  - Caffeinated energy drinks
  - Offensive materials (i.e. pornographic, homophobic, racist, etc.)

Aerosols including deodorant and hair spray

- 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.

All members of staff can use their authority to search without consent for any of the items listed above.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

The Headteacher will always be notified when any item is confiscated.

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist. See the school's Safeguarding and Child protection policy.

## 9. 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, 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 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, 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 communications and 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.

## 10. 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
- 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 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.

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.

## 11. Monitoring and review

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

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

## 12. Appendices

*Appendix 1: Traffic Lights Recording Sheet*

*Appendix 2: Help scripts*

*Appendix 3: PACE scripts*

*Appendix 4: Restorative strategies*

*Appendix 5: Behaviour reflections (Reflect and Reset)*

*Appendix 6: Zones of Regulation*

*Appendix 7: Individual Behaviour Plan*

*Appendix 8: Year 5 and 6 report card*

*Appendix 9: Empowering Learning Framework*