Brocklewood Primary School

Behaviour Management Policy

September 2026

Purpose

- To promote good behaviour and respect for all.
- To develop in pupils a sense of self-discipline, a proper regard for authority and acceptance of responsibility for their own actions.
- To prevent bullying (including cyberbullying, prejudice based and discriminatory bullying), lost learning time, child-on-child abuse and violence.
- To ensure pupils can benefit from all the learning opportunities planned and provided for them to succeed in school and later life.
- To ensure pupils complete tasks reasonably assigned to them in connection with their education.
- To regulate the conduct of all pupils.
- To make reasonable adjustments for some pupils so that they can reach the expected standard of behaviour.
- To teach pupils what good behaviour is explicitly.
- To establish and maintain a consistent and fair approach to the management of the behaviour of pupils throughout the school.

Guiding Principles

The above aims will be best achieved in a calm, safe, supportive environment where pupils are able to give their best and are encouraged and stimulated to fulfil their potential. In order to achieve this, a policy of encouraging appropriate attitudes, of reward and of praise is necessary.

Boredom, lack of understanding, incorrect pitch of work and lack of progress are some reasons why some pupils misbehave. The provision of a relevant and appropriate curriculum, the use of inspiring and motivating teaching methods, consistent routines and procedures and precise intervention that will ensure the full involvement of all pupils are important ingredients in ensuring a well-ordered and well-motivated school.

Pupils who find it difficult to manage their behaviour will be supported through appropriate provision. This may take the form of direct support from a Behaviour Mentor, Learning Mentor, SENDCo, School Counsellor or through reasonable adjustments to the daily timetable.

All staff are responsible for ensuring appropriate provision is in place and reviewed as required.

At Brocklewood Primary School we believe that all staff can play an active role in the management of behaviour throughout the school and therefore the implementation of the Behaviour Policy is the **responsibility of all staff**.

Leadership and Management

The designated member of staff for the leadership of behaviour is Mrs V Oliver. All behaviour data and analysis is shared termly with Transform Trust as part of standards reviews and governors meetings.

Values

At Brocklewood we Imagine, Believe and Achieve by being:

- **Kind**
- **Respectful**
- **Inclusive**
- **Safe**

These values cover all aspects of behaviour and are the basis of all discussions with children about their behaviour. Posters showing the values are displayed prominently in every classroom and cluster, and in other spaces such as the corridors, hall, etc. Children are reminded of these values frequently and should understand what they mean through discussions with teachers, teaching assistants and any other staff that support them.

Each half term there is a focus on one of the school's values and teachers are expected to teach at least one lesson on this value and discretely teach it for the rest of the term.

In addition to teaching the values of being Kind, Respectful, Inclusive and Safe, staff will explicitly teach pupils how to put these values into action by taking responsibility for their behaviour. This means:

- being in control of their hands and feet by keeping themselves and others safe and not using them to hurt others;
- being in control of their words by speaking kindly and respectfully and not using unkind, abusive, or disrespectful language;
- being in control of their emotions so that they can respond appropriately in different situations.

Pupils are taught that they are responsible for the choices they make, and that positive behaviour is both an expectation and a matter of personal responsibility.

Our school mascot, KRIS the Brocklewood Badger, will help bring our values of Kindness, Respect, Inclusivity and Safety to life for all children, from Early Years to Year 6. Having KRIS visible around the school and in classrooms will provide a consistent and child-friendly reminder of our expectations, making the values easier for younger pupils to understand and for older pupils to model. Using the mascot in daily routines, celebrations and discussions will support positive behaviour, strengthen our shared language, and create a sense of pride and belonging across the whole school community.

Pupil Support

Some pupils will require additional support to meet the expected standards of behaviour. Brocklewood has a Pastoral Team that meet regularly to plan provision for pupils causing concern:

Miss L Holton	SENDCo
Ms K Newman	Higher Level Teaching Assistant
Ms C Young	Behaviour Mentor
Miss G Bell	Learning Mentor and Emotional Literacy Assistant (ELSA)
Mr A Edwards	Learning Mentor and Emotional Literacy Assistant (ELSA)
Ms A Brown	Lead Safeguarding Officer and Pastoral Lead
Miss J Wright	Safeguarding Officer
Ms Sandhu	Safeguarding Officer

Provision Meetings are planned based on prior observation and collection of behaviour log data. These meetings will be attended by:

Mr S Mason	Executive Headteacher
Mrs V Oliver	Head of School
Mrs R Meli	Deputy Headteacher
Miss L Holton	SENDCo
Ms C Young	Behaviour Mentor
Miss G Bell	Learning Mentor and Emotional Literacy Assistant (ELSA)
Mr A Edwards	Learning Mentor and Emotional Literacy Assistant (ELSA)
Ms A Brown	Lead Safeguarding Officer and Pastoral Lead
Ms K Newman	Higher Level Teaching Assistant

The class teacher and any teaching assistants working with the pupil who is subject of the review.

Expectations of Conduct

Moving around the school

Any movement should take place in an orderly manner so as not to disturb others who are working.

Staff must ensure that individuals are monitored when leaving the classroom, whether they are going to the toilet, the library, or any other reason.

Children should not be sent out of the classroom on tasks that can be undertaken at break, dinner time or before or after school.

When a whole class is moving, the teacher must ensure the classroom is empty before proceeding, again no child should be unsupervised.

Children must be supervised carefully as they move through any shared areas and ensure that they do not disturb others who are working.

Members of staff must intervene if there are children in a class line who should not be together and position themselves so that the behaviour of all children can be monitored as they are moving.

Children must be discouraged from using the corridor at break times or dinner times, by ensuring they have their coats, if they are needed, before being dismissed. Children should use appropriate entrances/exits and not return to the classroom unattended.

The corridor should only be used as a through route to get to the playground or the hall at lunchtime.

There should be no waiting or playing in doorways and toilets.

Socialisation

- Pupils must remain with the other pupils and adults in their class.
- At lunchtime, pupils will be looked after by a midday supervisor.
- Pupils will have their lunch with their class.

Break Times

At break, teachers and teaching assistants must ensure that they are on the playground with their class, in order to supervise pupils in a safe and appropriate manner. Senior Leaders will ensure that adequate supervision is available if any member of staff is absent. All staff are responsible for all children in school. Children should not be entering school corridors during break or lunchtimes.

All staff must ensure that timings for breaks are adhered to and that they leave the Staffroom promptly to meet their classes.

Playtime incidents should be dealt with by the teachers and teaching assistants. The class teacher will log any incidents reported from other members of staff, in the absence of the class teacher the supply or Teaching Assistant will record the log and ensure the class teacher is informed on their return.

Wet Break

During indoor playtimes the pupils will be in their classrooms, supervised at all times by the class teachers and teaching assistants including the corridors. Staff must regularly remind pupils of the standard of behaviour expected during indoor break times; ensure pupils are clear about indoor break routines and provide a range of appropriate activities which pupils can access independently.

Lunchtimes

Children are fully supervised at lunch time by the midday supervisors and a lead midday supervisor. All staff will encourage good behaviour and adherence to the School Values during the lunch period and ensure pupils move around the school in an orderly manner. All class room teachers should be ready to receive their class at the beginning of the afternoon session.

The midday supervisors will reprimand pupils if their behaviour is unacceptable, they will record unacceptable behaviour on a Behaviour Log Slip and inform the class teacher. The class teacher will decide on an appropriate consequence and inform parents accordingly.

Midday supervisors must use classroom radios to request support if required.

In the event of seriously unacceptable behaviour, the midday supervisors will refer the matter to the senior midday supervisor who may refer the matter to the Head of School, Deputy or Executive headteacher.

Identified pupils will attend lunchtime provision to help regulate their behaviour.

Measures to Prevent Child on Child Abuse

Brocklewood recognises that pupils may become victims of abuse from other pupils.
Child on Child abuse can include: Bullying (including cyberbullying, prejudice-based and discriminatory); Physical abuse (hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm); Sexual abuse; Sexual harassment; Sexual activity without consent; Consensual and non-consensual sharing of nudes and semi-nude images and videos; Upskirting; Initiation (Taken from KCSIE 2026)

Bullying, harassment or deliberate behaviour relating to another pupil's allergy or medical condition will be treated seriously. Deliberate exposure to a known allergen may place a pupil at significant risk of harm and will be responded to accordingly.

Support Following Hate Incidents

Brocklewood recognises that hate incidents can have a significant impact on the wellbeing, sense of safety and belonging of those affected. Any pupil who is the victim of a hate incident will receive appropriate support from the teaching and the pastoral teams.

Harmful Sexual Behaviours

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils will be sanctioned. All inappropriate language and behaviour should be challenged. Staff should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or part of growing up. All staff will model manners, courtesy and respectful relationships.

Staff must report instances of child-on-child abuse through the normal safeguarding concern process **and** follow the Behaviour Response Toolkit **(Appendix A).** Support must be provided to both the victim and perpetrator and be recorded on both Arbor and My Concern.

Behaviour Incidents Online

We expect pupils to adhere to the school values and exhibit the same standards of behaviour online as apply offline. The way in which pupils interact online with one another can have a significant impact on behaviour and culture in school. We will investigate and sanction a pupil when appropriate where online behaviour poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running or the reputation of the school. When an incident raises a safeguarding concern, child protection procedures will be followed.

Searching and Screening for Banned Items

The Executive Headteacher, Head of School and members of staff authorised by them have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited or banned item.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been used or is likely to be used to commit an offence, personal injury or damage to property

Banned Items are:

- Vaping paraphernalia
- Energy drinks
- Sweets / chocolates
- Chewing gum
- Body spray / perfume / deodorant
- Electric scooters
- Jewellery (see uniform policy)
- Toys

Mobile phones are permitted only for pupils in Year 6. Phones must be switched off and handed to the school staff on arrival and collected at the end of the school day. Any misuse of a mobile phone, including cyberbullying, will result in the permission being withdrawn.
From September 2027, mobile phones will not be permitted for pupils in any year group.

Pupils' Conduct Outside of School

School staff will discipline pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity. Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Non-criminal bad behaviour and bullying that occurs outside of school hours will be dealt with on a case-by-case basis in partnership with parents. Criminal behaviour will be reported to the community police.

Investigation of Behaviour Incidents

When incidents occur in or outside of school, we carry out a fair investigation by listening to all those directly involved and, where appropriate, to any witnesses. We are not the police and do not have the same powers of evidence-gathering; instead, we use the information available to us to make a balanced judgement based on probabilities. Our aim is always to act in the best interests of the pupils, to resolve matters fairly, and to impose the appropriate sanctions where needed so that lessons are learned and behaviour improves.

Rewards

Acknowledging good behaviour communicates the school's expectations and values to all pupils and provides the opportunity for staff to reinforce the school's culture and ethos.

Rewards are applied consistently, fairly and proportionately to reinforce expectations.

Class Dojo

- Dojo points are awarded when pupils display behaviours or produce work that is aligned with the school values.
- Brocklewood Values Dojo stamps are used in pupil books and can be recorded at an appropriate time by the class teacher.
- Staff should not rely on the overuse of Dojo points to manage class behaviour – they should be awarded consistently and proportionately.

Values Certificates

Class teacher should complete one certificate per week and present it at the Values Assembly. In EYFS and Key Stage One, parents are invited to the Values Assembly. The nominated child should receive a certificate which shows which value they have been recognised for.

KRIS Time

Is a whole class reward that is earned throughout the week to promote a sense of community. It takes place on a Friday afternoon from 2.45-3.10pm. Once awarded to the class, KRIS Time cannot be taken away.

It must be a controlled time in which the children could, for example, be allowed to play educational games, watch a short DVD, play party games, etc. **It is ESSENTIAL that each class teacher ensures that this is a fun session – one that children will not want to miss.**

Other Class Rewards

There may be other reward systems in place to suit the class, for example marbles in the jar, table points, stickers, raffle tickets, etc. These are at the discretion of the class teacher. Rewards should be a small token of appreciation and be proportionate to other school rewards.

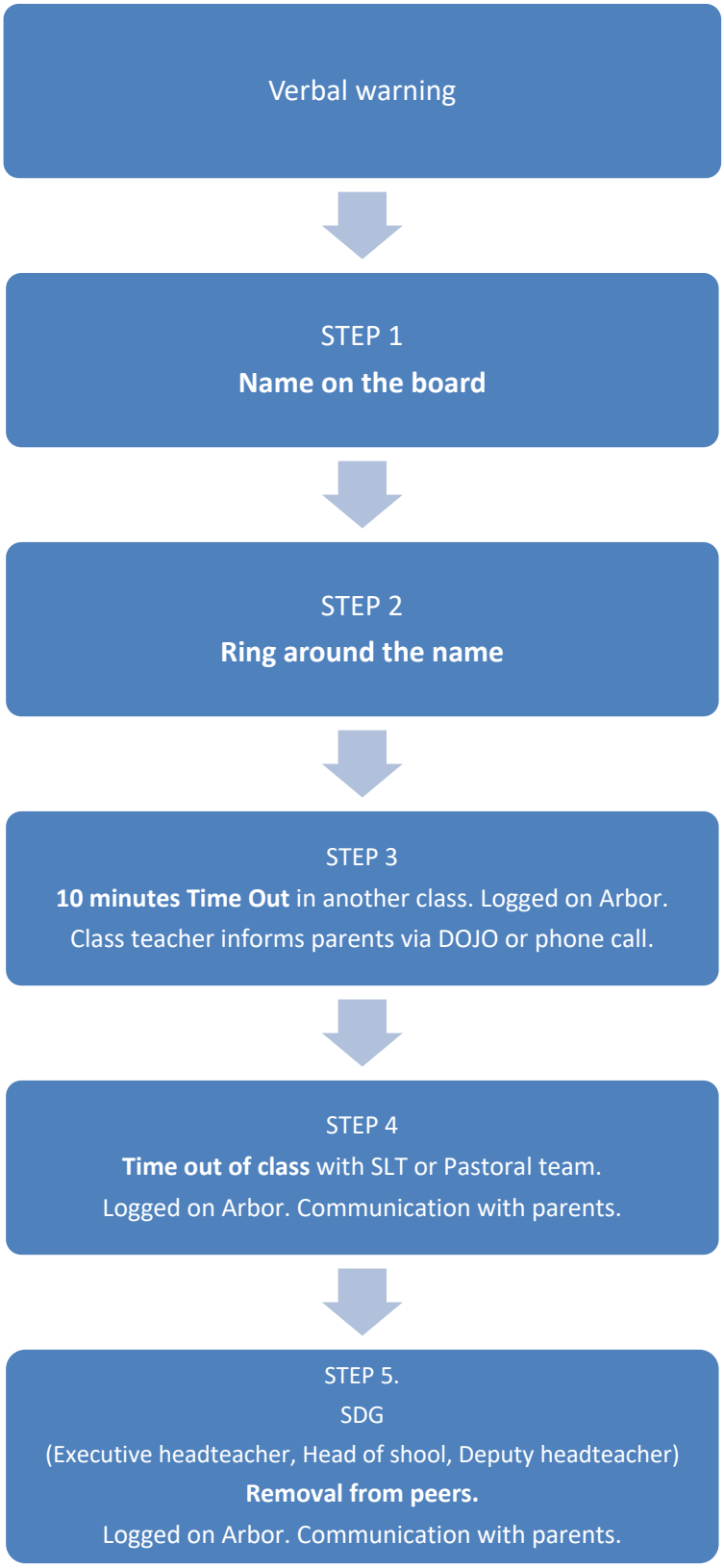
Recognition Rewards

At various points in the school year, pupils who have displayed exceptional conduct (including attendance) will be recognised for this and be rewarded on an ad-hoc basis.

Sanctions

All staff should respond predictably, promptly and assertively in accordance with the policy. De-escalation techniques, such as Zones of regulation and emotional coaching, can be used alongside sanctions to help restore calm.

Consequences for Inappropriate Classroom Behaviour



All children start the morning and afternoon sessions clear.

Using the radio to request support

Staff should attempt to de-escalate behaviours within the classroom, however, at times it may be necessary to request additional support.

- If an incident requires support but is non-urgent staff should communicate clearly via the radio: **Support is required in named class or place with the individual's initials.**
- If an incident occurs that requires immediate support from staff and is likely to require RPI (Restrictive Physical Intervention), staff should communicate clearly via the radio: **Immediate support is required in named class or place with the individual's initials.**

If a child absconds from the classroom support should be requested immediately via radio and a visual of the child kept until additional support arrives. A pupil who absconds from class will go immediately to step 5. SDG will use appropriate resources where necessary to help regulate a pupil's behaviour before attempting to return them to class.

All staff are expected to support the implementation of the behaviour system to ensure the smooth running of the school. Where a member of SLT, the SDG, or the Pastoral team is not immediately available, staff must prioritise the safety and supervision of all children. The alleged pupil may or may not remain in class, depending on the circumstances. In all cases, pupils must be made aware that incidents and breaches of the Behaviour Policy will always be addressed, even if there is a delay, and that appropriate sanctions will be imposed. If a pupil refuses to complete a sanction, it will be carried over to a later time or the following day/s.

When arriving at a decision about an appropriate sanction, staff will consult the Response Guidance (see Appendix 1).

Detentions

Children may be kept in for detention at playtime or lunchtime. This may be for:

- refusal to follow adult's instruction and complete a sanction; or
- inappropriate behaviour at a previous break time or lunch time; or
- the teacher wishes to have a quiet word with them about their behaviour; or
- they have not done enough work and need to catch up.

In these instances, the detention is arranged with another class not on a break, or facilitated in the phase and supervised by the phase staff.

Further Consequences

Seriously unacceptable behaviour disrupts the orderly running of the school and will not be tolerated.

For example: violence and aggression; swearing and abuse; endangering self and others, absconding, damage to school property, malicious allegations against school staff and persistent refusal to follow an adult's instructions all constitute seriously unacceptable behaviour.

In the event of a seriously unacceptable offence, the pupil can be immediately referred to the Executive Head Teacher, Head of School or Deputy Headteacher. They will use the following sanctions:

- Detention at lunchtime
- Withdrawal of privileges
- After school detention

- Isolation for a part or full day in another class, pastoral support space, or senior leaders' office space
- Education off-site at another school within the Transform Trust
- Suspension
- In extreme cases, permanent exclusion

Seriously unacceptable behaviour will be fully investigated before a decision about a sanction is made. The standard of proof in schools is *on the balance of probabilities* not *beyond reasonable doubt*. This means it is more likely than not that a pupil has engaged in such behaviour that warrants a more serious consequence.

Any use of time out or isolation will not restrict a pupil's ability to leave a space unless this is necessary to manage an immediate risk of harm, in which case the incident will be treated and recorded as seclusion under the RPI policy. The school does not use seclusion as a behaviour sanction.

Suspension

Decisions about suspensions are made on a case-by-case basis. Particular circumstances such as the severity of the misdemeanour, the child's prior behaviour history, any special educational needs and any safeguarding concerns are all taken into account.

Should a pupil's behaviour be giving sufficient cause for concern that it has reached the attention of the Executive Head, Head of School or Deputy Headteacher, they consult:

- behaviour logs
- evidence from witnesses in the event of a severe incident

The decision to suspend a pupil from school for any period of time is never taken lightly. For this reason, the decision is taken following consultation between at least two of the following: the Executive Head, Head of School and the Deputy Headteacher. The judgement about whether to suspend a pupil, and for how long, is made taking into account:

- the age of the child
- whether the child has a special educational need
- the child's behaviour history
- the severity of the misdemeanour
- the appropriateness of the sanction
- prior sanctions

It should be noted that any severe incident which threatens the safeguarding of any pupil could result in a suspension, even if the pupil involved has no prior history of poor behaviour.
Consistency is maintained by ensuring all records are kept up to date and referenced before any decision is made. The joint decision-making process includes a level of professional challenge to ensure pupils' advocacy and to support fairness and equality.

A suspension may last up to 15 days in any term. A child is suspended by writing to the child's parents, the Chair of Governors, and to the Admissions and Exclusions department of the Local Education Authority. The Partnership Lead for the school and Transform Trust will also be notified. This letter will state the number of days that the suspension will last and the time the suspension begins. Work is set by the class teacher for the child to complete during the exclusion period. The suspension will also be recorded on My Concern.

When the suspension ends, the pupil, parents/ carers, and the Head of School or Deputy Headteacher meet to reintegrate the child into school and agree steps and reaffirm expectations to improve the child's behaviour. The pupil may spend some time with the Behaviour or Learning Mentor before reintegration to class.

Parents must attend the reintegration meeting before a child can return to school after any suspension.

Permanent Exclusion

The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The Executive Headteacher and the Head of School will inform the Transform Trust and school governors that a permanent exclusion of a pupil should be considered.

Within 15 days of the notice to permanently exclude, a Discipline Committee, comprising of three governors, meet with the family, the headteacher and a Local Authority representative to ask questions about the exclusion and present any reports.

At the meeting, the governors will decide either to support the permanent exclusion, informing the Education Officer that in their opinion the child should not return to the school, **or** to instruct the Executive Headteacher and the Head of School to accept the child back into school.

During an exclusion process, the child remains a pupil of the school until such time as the Discipline Committee confirms a permanent exclusion. The school and the class teacher should continue to set and mark work for the pupil.

For further guidance / information on Suspension and Permanent Exclusion please refer to *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026).*

Adaptations for pupils with SEN

At Brocklewood, we acknowledge that some pupils have a range of complex needs and as such may not respond to a rigid sanction system. In these situations, staff should exercise professional judgement and use bespoke approaches that meet the pupil's needs. Staff should consult with a member of the SDG, the Behaviour and Learning Mentors, or the SENDCo for further advice where appropriate. Once provision has been established, staff should ensure that implementation is maintained and any changes to provision must be approved by SDG. Pupil's provision must not be removed as a sanction for negative behaviour.

Additional resources that may be used in the classroom

It may be deemed necessary for individuals to have additional resources in the classroom to support their learning and behaviour. For example, a fidget tool (this is a tool to support behaviour and should not be referred to as a toy), individual timetables, visual timetables, now and next boards or target charts.

If these items have been deemed necessary, it is important that they are maintained and used to support the individual's provision. Any amendments to this provision should be discussed with the school SENDCo, the behaviour team and a member of SDG.

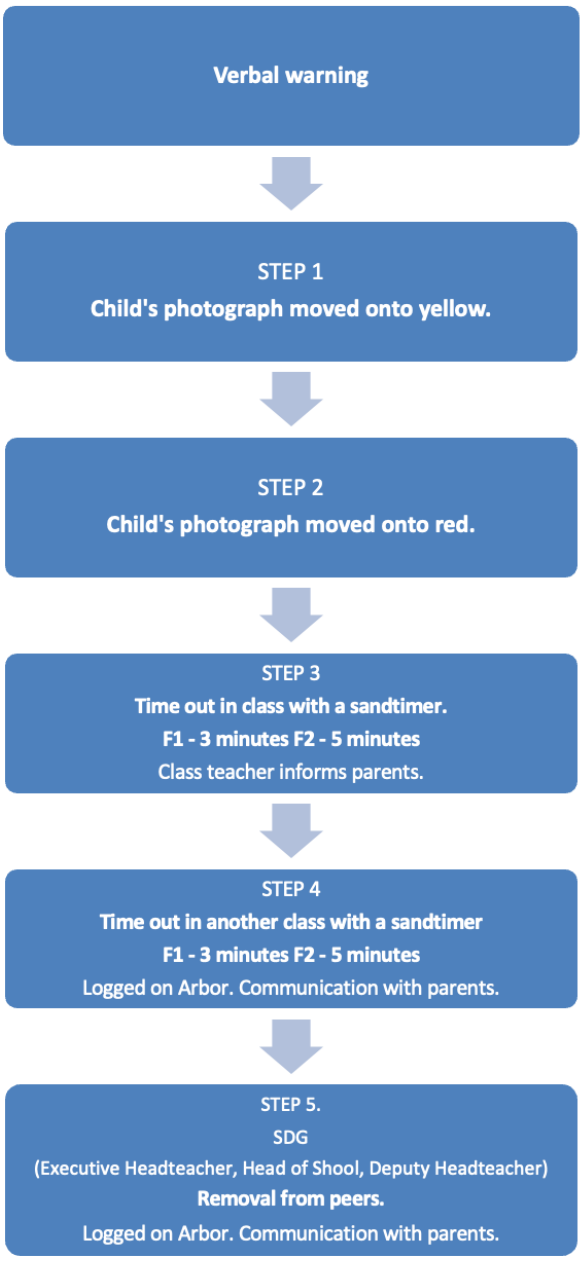
Pupils causing concern

Advice should be sought **at the earliest opportunity** if a pupil's behaviour is causing concern. This can be done through discussion with the Pastoral team or a member of SDG, and more formally through a Provision Meeting request. Staff will begin the *Routes2Inclusion* Assessment materials to begin to ascertain any factors that may be impacting on the pupil's behaviour.

Adaptations for EYFS

- Red, Yellow and Green display with mini photographs of the children
- All children start the morning and afternoon sessions on the green

EYFS consequences for inappropriate behaviour:



Keeping Records

All staff will use Arbor to log incidents of poor pupil behaviour. The purpose of logging incidents is to keep an accurate record of an individual pupil's behaviour. Behaviour logs should be brief but must include enough detail to give a clear picture of what happened. Records should allow leaders to make fair judgements about possible sanctions, as well as help identify patterns of behaviour that can inform future provision and support, and track whether behaviour is improving or declining over time. Logs are not used to make judgements about effective / ineffective behaviour management or teaching.

If a member of staff has a concern about a pupil's behaviour or provision, they should not use a behaviour log to outline all of the issues that they may be facing. Behaviour logs will also be used in meetings with social care and the Transform Trust and, therefore, it is vitally important that all logs are recorded accurately.

The Behaviour Mentor and SENDCo will review this information monthly to target children who need intervention and this will be analysed in partnership with the Senior Leadership Team. School reports to parents will include the number of behaviour logs and a comment on a pupil's behaviour at the end of the academic year.

The Behaviour Lead will review the Behaviour Audit termly and survey pupils, staff and parents annually.

Suspensions are recorded here:
https://tinyurl.com/3xt6w82d
Equality incidents are recorded here:
https://tinyurl.com/bdrp8jxn
Personal Contact Incidents are recorded here:
https://tinyurl.com/mr35ah7z

All hate incidents must be reported to the Pastoral Team. The Pastoral Team will review each incident and determine any appropriate intervention for the pupil responsible, alongside any support required for the victim. Interventions will be delivered respectfully, with the aim of promoting understanding, preventing recurrence and maintaining positive relationships within the school community.

Physical Intervention (RPI)

All school staff have the power to use reasonable force to prevent pupils from committing an offence; injuring themselves or others or damaging property, and to maintain good order and discipline.

Identified members of staff are trained annually in safe and appropriate methods for physically intervening if a child's behaviour warrants it. Occasions in which a child has to be handled are extremely rare, but they do happen and parents are immediately informed if such an incident has taken place. Incidents of physical intervention need to be recorded. This is outlined in the Physical Intervention Policy.

Any child who has been handled will require a handling plan and a risk assessment. These will be reviewed by the Behaviour Mentor and SENDCo at the beginning of the academic year. They will be reviewed and updated in the event of any further handling incidents. All handling plans and risk assessments are available on the school server.

Where practice meets the definition of seclusion, this will be managed in line with the Trust RPI and Use of Reasonable Force Guidance.

Violence to staff

All violence to staff must be reported. Staff must complete a Personal Contact Incident form (PCI form) which can be found here:

https://forms.office.com/pages/responsepage.aspx?id=rQxHiY2foUaDBjSc0E8EESmFoOmyY4VJltISm11ApZJUQkpNQUIwNTA4RjgyRk45Njk0SFAzV0dITC4u

References

The following documents / publications were referenced in the formulation of this policy:

1. *Behaviour In Schools – Advice for Headteachers and school staff* (February 2024) https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

2. *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)*: https://assets.publishing.service.gov.uk/media/6a2c1d4aa3674dfd3eb50816/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-comes-into-force-from-26-July-2026.pdf

3. *Searching, Screening and Confiscation – Advice for Schools* (July 2022): https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

4. *Use of Reasonable Force in Schools* (July 2013): https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

5. *Keeping Children Safe in Education 2025*: https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf

6. *Transform Trust Behaviour Policy Checklist* (2022)

7. *Education Endowment Foundation Behaviour in Schools Report* (2018) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour

8. *Creating a Culture How school leaders can optimise behaviour* – Tom Bennett (2017) https://assets.publishing.service.gov.uk/media/5a7506e4ed915d3c7d529cec/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

9. *Running the Room* – Tom Bennett (2020)

10. *When the Adult Changes Everything Changes* – Paul Dix (2017)

11. *Written in consultation with Mr M. Barnham, Head of School at Rosslyn Park Primary and Nursery School, holder of the NPQ for Leading Behaviour and Culture*

APPENDIX A

BEHAVIOUR RESPONSES

LEVEL ONE	**Response Guidance**
• Out of seat • Calling out and interrupting the teacher • Answering back • Loud noises to distract others • Disturbing others from learning • Inappropriate language (not aimed at others) • Refusal to complete learning or poor presentation • Poor attitude • Unkind words • Improper use of equipment • Refusal to follow instructions given by adults	Brocklewood Values Reminder. Remind children of behaviours you want to see and why. Praise for those children who are making the right choices and the impact this is having on learning. • Warning. • Name of the pupil on the board. • Ring around the Pupil's name. Breaktime detention considered – 5 mins
LEVEL TWO	
• Repeat of behaviours above	• 10 minutes Time Out in another classroom. This should be in an agreed paired class. Logged on Arbor. • Sent to the Senior Leader/Pastoral team. Logged on Arbor. • Moved to breaktime detention if pupil refuses.
LEVEL THREE	
• Causing physical harm to others / fighting • Threatening language • Continued refusal to complete tasks • Continued refusal to comply with reasonable request • Absconding • Bringing a banned item into school • Online abuse / bullying behaviours	• Sent to the appropriate Senior Member of staff. Parents will be informed by phone call. • Logged on Arbor. • My Concern log if appropriate. • Time Out spent in another class, pastoral support space, or senior leaders' office space – part or full day/s. • Not accessing an activity for a period of time, e.g., not allowed to play football • After School detention considered with member of Senior leadership
LEVEL FOUR	
• Causing physical harm to adults and other children. • Highly disruptive behaviour • Persistent offensive / abusive language • Racist, religious, homophobic incident • Extensive damage caused to school property • Being unsafe or causing others to be unsafe • Bringing a prohibited item into school	• Immediate removal from peers. • Phone call home by Senior Leader. • Record incident on Arbor. • My Concern Log • Time Out spent in another class, pastoral support space, or senior leaders' office space – part or full day/s. • Police involvement considered • Suspension or Education off-site considered. • If Suspension – Incident recorded on My concern and reported to LA and Transform Trust. • Permanent exclusion considered.
Stages may be jumped, depending upon behaviours exhibited.	

Every serious incident will be assessed individually on a case-by-case basis and the ultimate decision and discretion regarding the consequence lies with the Senior Leadership Team.

APPENDIX B: Individual behaviour examples and Responses

Low level behaviour examples	**Responses**
• Out of seat • Calling out and interrupting the teacher • Answering back • Making noises to distract others • Disrupting the learning of others • Disruption of own learning • Inappropriate language/Unkind words • Poor attitude • Hiding face • Withdrawing from activity/group • Refusing to engage with work • Refusal to follow the direction of staff • Improper use of equipment	• Use clear, open lines of communication, attempt emotion coaching techniques and scripts such as: "I can see you're upset, talk and I'll listen" "I'm here to help" • Offer the individual the opportunity to 'take a break' from the situation - to support them in self-regulating • Reminders of school's behaviour expectations – "Are you being respectful towards your peers at the moment?". "Is your behaviour showing me that you are motivated to learn?" • Follow the school's classroom behaviour steps, clearly marking which stage the individual is at on the chart. • Reminders of target chart expectations (if appropriate) • Redirection - "Can you help me wipe the board?" • Support from a familiar adult • Allow for take up time (to process information and instructions) • Remind pupil of any safe spaces that might be available to them (agreed by SDG/SENDCo and written into Individuals risk assessments and behaviour support plans)
Medium level behaviour examples	**Responses**
• Continued refusal to complete work • Continued refusal to follow the direction of staff • Threatening to cause harm to others • Threatening language • Absconding	• Reminders about school's behaviour expectations and clearly follow the classroom behaviour steps • Remind individual of the school's behaviour expectations, explain that as these expectations have not been met, we need to go and see the Phase Lead • Request additional support - if appropriate • Absconders should be followed immediately and offers of support and guidance given. If pupil refuses to return promptly, immediate support should be requested on the radio. <u>A visual of the pupil must be kept at all times</u>
High level behaviour examples	**Responses**
• Causing physical harm to others • Highly disruptive behaviours • Offensive/abusive language • Racist, religious, homophobic language • Extensive damage to school property	• Make the situation safe • Explain calmly and clearly that the behaviour being displayed is unacceptable • Remind individual of the school's behaviour expectations and explain that as these expectations have not been met, a discussion about the consequences will be had with SDG. • Keep instructions short and clear • Do not engage with negative conversations or conversations about the behaviours of others. • Request additional support