



Positive Behaviour Policy September 2025

Adopted by Governors: October 2025

Review Date: July 2026

Ambition Statement

“A place to think and grow”

Brookhurst aims to be a caring, welcoming, stable and friendly school community. We will provide the best possible environment for children to learn and develop, as well as to cultivate a sense of wonder, empathy and understanding of the world around them. Together, we will strive to bring the best out of our children, ensuring that they maximise their potential and are prepared as fully as possible for the next stage of their lives.

Governors and Staff of Brookhurst Primary School

Our Code of Conduct

At Brookhurst

- We are ready to learn.
- We listen to each other.
- We look after the school and the things in it.
- We walk while inside school.
- We treat each other as we would like them to treat us.

Introduction

The aim of this policy is to promote good relationships so that all of the community can work together with the common aim of helping everyone to learn. The most important aspect in children feeling valued, safe and secure is the relationship with the member of staff. For the majority of children, this can be achieved by simple acknowledgement of the child and that the child understands staff members care about them as an individual and care about what they are doing.

Strong relationships between staff and children are vital. All staff must be fair and consistent with children (taking into account their individual needs) and the children need to understand that in order for them to feel safe, the staff member remains in control at all times. We also believe that staff members also need to be approachable and be there to help.

Brookhurst is a caring community whose values are built on mutual trust and respect for all. This policy is designed to support the way in which all members of the school can live and work together and aims to promote a learning environment where everyone feels happy, safe, supported and secure to enable learning to take place.

Expectations

We aim to create and maintain a positive, safe and orderly school climate where effective learning can take place, where all children can be prepared as fully as possible for the next stage of their lives. We actively promote a high standard of behaviour in and out of school, and we believe it is important to have high expectations for all of our children, recognising that some do have specific needs.

Our Code of Conduct underpins our high expectations for our children, covering all times of the day and where children are representing the school out of hours or off site.

Staff should ensure that there are good routines for their classroom and for when children move around school. Expectations are reinforced in class, whole school assemblies and through discussion with the children. It is everyone's responsibility to challenge children where these expectations are not met and equally to comment positively when they are.

Good routines are in place for:

- start and end of the school day
- transition times
- lining up - playground, for assembly etc
- break and lunch times
- after school club

In our Ambition Statement, we say "Brookhurst aims to be a caring, welcoming, stable and friendly school community" - this will be achieved when:

- clear expectations are established, understood and accepted by all members of the learning community
- encouragement and reward - both formal and informal are key elements in managing behaviour
- a school atmosphere is maintained which is consistent and caring
- the choice to behave responsibly is placed on the pupil and the pupils are taught how to make reasonable behaviour choices
- pupils are provided with good role models
- children experience a curriculum that is varied and stimulating and where teachers are aware of and respond to children's varying interests and skills
- parents/carers and school are in partnership to help children who need support to manage their own behaviour
- sanctions are directed at the action and not the child
- all are aware and understand consequences, which are applied consistently and fairly within the school in a calm and considerate manner

Staff will:

- treat adults and children with respect with a non-judgmental approach
- Parents will be informed of behaviour concerns as they occur, either through a face-to-face conversation or, if this is not possible, via a telephone call.
- listen to children in a calming manner when children have concerns
- support the school's policy
- use praise as a positive approach

Pupils should

- attend school regularly without disrupting the learning of others
- abide by our agreed Code of Conduct
- treat all staff and peers with respect
- take pride in themselves and the school community

Parents should:

- support the school's ethos and policy
- treat fellow parents and staff with respect
- inform the class teacher/school of any changes in circumstances that could have an impact on the child's behaviour

Rewards

We celebrate positive behaviour choices through a variety of ways:

- House Points
- Postcards to home
- Stickers
- Being sent to the subject champions (for subject awards), Deputy Headteacher or Headteacher for awards
- Celebration assemblies

Sanctions

- Discussion with Deputy Headteacher / Headteacher
- Meeting / conversation with parents
- Use of Behaviour charts to focus the child on their learning and to highlight positive behaviour (in consultation with parents during a meeting with Class Teacher and/or the Deputy Headteacher / headteacher)
- Make up learning time lost during play / lunchtime for a reasonable but limited amount of time.
- Internal exclusion
- Suspension
- Exclusion

All incidents reaching stage 3 or 4 of the behaviour steps will be recorded on the child's record using CPOMS.

All fixed term suspensions and permanent exclusions will be reported to the Local Authority and Chair of Governors.

Behaviour Incidents

When children choose not to follow our agreed Code of Conduct, all staff are expected to deal with this in a calm and consistent manner.

Behaviour incidents (please note that this list is not exhaustive)

Talking at inappropriate times
Not lining up properly
Distracting others in class
General behaviour around school e.g. running in corridor, talking in assembly
Isolated shouting out
Lack of co-operation / little work
Not actively engaging in lessons
Personal unsafe behaviour e.g. swinging on chairs

With behaviour incidents we would follow the staged approach highlighted below, starting at 1. If the incorrect choice is still being made, the child will move through the stages.



Behaviour Steps

1	First conversation about unacceptable behaviour
2	Second conversation. Behaviour logged by staff
3	TIME OUT with leadership team. Parents contacted
4	Escalated to Mr Gunchala / Mr Hughes. Meeting with parents

Each classroom maintains a Behaviour Log, which is used to monitor consistent and reoccurring behavioural concerns from stage 2 (see above) and to inform appropriate next steps. Entries from the Behaviour Log are recorded on CPOMS when a child

reaches stage 3 or above, which is reviewed regularly by the Deputy Headteacher and the Headteacher in order to identify patterns and ensure a consistent approach to behaviour management.

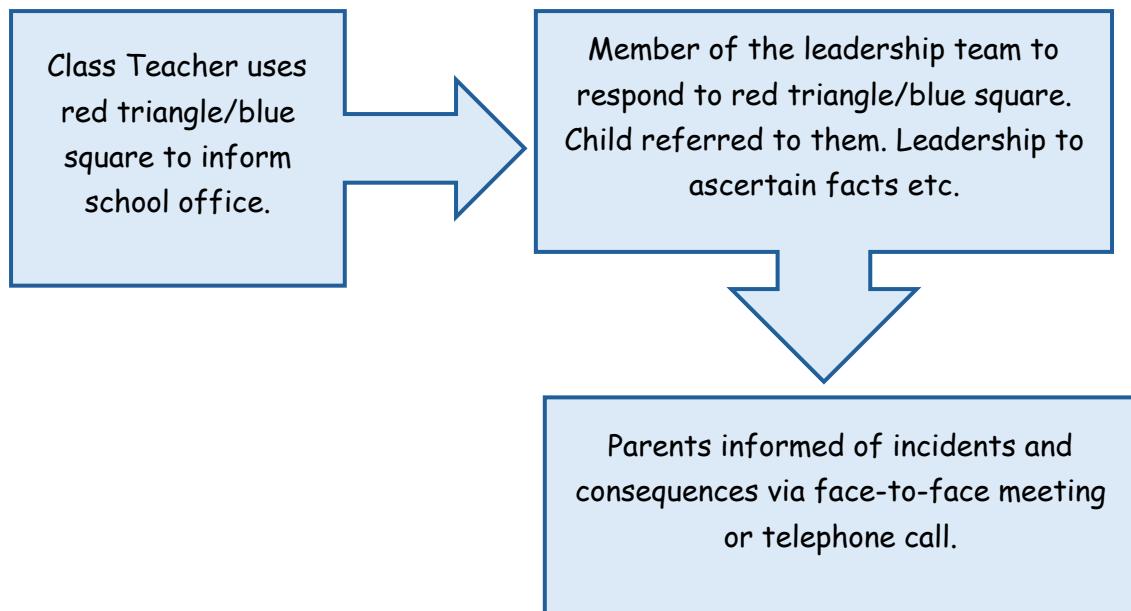
To support our younger children in learning and making positive choices, behaviour steps for Reception and Key Stage 1 will reset in the afternoon. We recognise that our younger pupils are still developing their ability to manage emotions and behaviour, and a reset after lunch encourages them to reflect, move forward positively, and make better choices for the rest of the school day.

During lunchtimes, behaviour is monitored by Lunchtime Supervisors, who liaise directly with the Leadership Team as required. A red triangle/blue square system is in operation, enabling Lunchtime Supervisors to request immediate support from staff at any time.

More serious behaviour incidents (please note that this list is not exhaustive)

*Any prejudice based comments e.g. racist/homophobic/transphobic/religious
Gender based comments
Defiance / back-chatting to staff
Verbal or written e.g. swearing (in any language), making comments intended, or likely to cause upset or offence to someone else
Theft
Mistreating or vandalism of school or other's property
Physical e.g. punching, kicking, scratching, biting, pushing or hitting another person with an object
Play fighting / rough play
Defiance after a reasonable request has been specifically directed at the individual by an adult
Bringing into school inappropriate items
Ongoing multiple issues in a day

With more serious behaviour incidents, we would follow the approach highlighted below.



* If the inappropriate behaviour includes any prejudiced based comments, these must be reported to the Deputy Headteacher / Headteacher immediately and they must be reported and dealt with in line with guidelines from Warwickshire County Council. The prejudiced-related incident form must be completed via the following address:

<https://www.warwickshire.gov.uk/equalityanddiversityforschools>

Incidents involving any Any prejudice based comments e.g.
racist/homophobic/transphobic/religious

Victims of racial/transphobic/homophobic/religious prejudice in school should receive immediate emotional support from the school to ensure they understand that prejudice is not acceptable and should not be tolerated.

The headteacher should be made aware of all incidents involving these incidents within one school day, if at all possible, or at the earliest opportunity (this is different to current policy I think which says head or deputy).

Following a meeting with the victim of abuse, the school should inform the victim's parents by the end of the same school day, if at all possible, or at the earliest opportunity.

Following a meeting with the perpetrator of the abuse, the school should inform the perpetrator's parents by the end of the school day, if at all possible, or at the earliest opportunity. This should include detail of any actions taken by the school or consequences.

The class(es) of the victim and perpetrator should receive a targeted awareness lesson, at the earliest opportunity.

The school's behaviour and anti-bullying policies should be reviewed by the school leadership and governing body to consider amendments regarding any incidents of racism or prejudice-based bullying.

Leaders should inform staff that such an incident has occurred and organise training where relevant.

Suspension / Exclusion

The Governors and staff regard the suspension / exclusion of a child an exceptional measure and such a decision would not be taken lightly. Possible reasons for suspension / exclusion are (not limited to the below):

- physical harm caused to another pupil or adult
- The inability of staff to maintain a pupil's safety despite agreed strategies being utilised
- Constant disruption to the education of other pupils

Procedures for suspensions / exclusions as set out in the DFE guidance "*Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement*" August 2024 will be followed.

We do not wish to suspend / exclude any child from school, but sometimes this may be necessary.

Therefore, when all reasonable adjustments, strategies and professional advice have been implemented and have failed (including internal exclusions / sanctions and the application of any available support), suspension / exclusion may be the next option for the school.

We understand that to be lawful, the punishment (including suspensions / exclusions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

We understand that a punishment must be proportionate.

In determining whether a punishment is reasonable we refer to section 91 of the *Education and Inspections Act 2006*, which states that the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

When considering suspensions or exclusions, the school will take into account the individual needs of pupils with Special Educational Needs and Disabilities (SEND) and those on the Inclusion Register. We recognise that behaviour may be linked to underlying needs, and every effort will be made to ensure appropriate support, adjustments, and interventions are in place before such decisions are made. In line with the SEND Code of Practice (2015) and the Equality Act 2010, the potential impact of a pupil's needs on their behaviour will always be carefully considered, ensuring that decisions are fair, proportionate, and inclusive.

The use of reasonable force

At Brookhurst our school's behaviour policy, the application of this and the code of conduct ensures that our children are clear about what is and what is not acceptable behaviour and the rewards and sanctions that will be applied in different situations.

Creating a calm school environment where all children can access and receive the support they need to stay well-regulated and happy will hopefully mitigate against physical restraint being necessary.

Physical restraint is the positive application of reasonable force with the intention of protecting the child from seriously harming themselves, others or damaging school property. At Brookhurst, we will never use force as a punishment - we are very clear that it is always unlawful to use force as a punishment

Section 89 of the *Education and Inspections Act 2006* introduced a statutory power that allows teachers and certain other school staff to discipline pupils. This is further defined in the DFE guidance '*Use of reasonable force and other restrictive interventions in schools Guidance for schools in England*' February 2025.

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain order and calm behaviour in the classrooms.

We, of course, acknowledge our legal duty to make every reasonable adjustment to meet the needs of our disabled children and children with SEN and do so in accordance with the behaviour policy.

At Brookhurst before any physical restraint is applied all reasonable strategies of behaviour modification and de-escalation techniques should be attempted. If required it should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control.

Only minimum and proportional force should be applied. If restraint does have to be used on a child, it will be viewed by the school as serious and all necessary steps will be

taken to try to prevent the situation happening again. Parents will always be informed and involved but we would like to make clear that we do not require parental consent to use reasonable force on a student.

At Brookhurst, many members of staff, including key members of the leadership team, have been trained in 'Positive Handling'. We strongly believe this methodology tailors with our school ethos as it includes the use of many de-escalation strategies as well as only recommending safe restraint techniques if required.

Searching pupils

Taken from '*Behaviour in Schools Advice for headteachers and school staff*' February 2024, the following legal provision is in place which enable school staff to confiscate items from pupils :

"Searching, screening and confiscation" July 2022

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

At Brookhurst, staff may confiscate items that are of high value, deemed inappropriate, are against the school's policies or are causing an issue in class. Where items are confiscated, they should be returned to the child at the end of the school day, if deemed appropriate, or collected by a parent or carer. If the parent is asked to collect a confiscated item, parents should be informed by a telephone call or email.

Staff do have the power to search, without consent, for "prohibited items" including

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property ; and
- any item banned by the school rules which has been identified

(For further advice on searching, screening and confiscation - please see DFE guidance, '*Behaviour in Schools Advice for headteachers and school staff*' February 2024)

The Power to discipline beyond the school gate

'Behaviour in Schools Advice for headteachers and school staff' February 2024, identifies that "Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable." (page 25, paragraph 5).

As a school, we will respond to concerns regarding children's behaviour outside of school which could:

- have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

Pupils, parents and staff are advised to inform the school if they have any concerns. Each concern will be dealt with based on the nature of the incident.

Special Educational Needs and Disability Requirements

At Brookhurst, we recognise our legal duties under the *Equality Act 2010*, *Children and Families Act 2014* and *SEND Code of Practice*, in respect of safeguarding and in respect of protecting pupils with Special Educational Needs and Disability (SEND) and other protected characteristics in the application of the Behaviour Policy. We understand it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably as a result.

At Brookhurst we recognise that a pupil with SEND may need a more tailored approach to the use of our Behaviour Policy and in those cases, we will use our best endeavours to utilise a graduated response and employ a range of strategies in order to meet the needs of our children whose Social, Emotional and Mental Health, Communication and Interaction, Cognition and Learning or Sensory and Physical needs can present as a barrier to achievement and impact on their behaviour.

We recognise that some pupils with additional special educational needs and disabilities may require extra support and access to differentiated opportunities in order for their specific needs to be met.

At Brookhurst, we endeavour to do so through:

Managing transitional times positively and pro-actively

We understand that for many of our pupils' transitional times can be difficult (e.g. arriving at or leaving school, movement between lessons and play times or assembly times, lunch times).

We ensure support is put in place through the use of reasonable adjustments such as visual timetables, going to lunch early or organising specific lunchtime seating

arrangements, the use of ear defenders and directed adult support. These strategies can help pupils to cope with transitional times more successfully during the school day and reduce anxiety.

Visual Supports

Individual or class visual timetables are used to support pupils in class. PECs (Picture exchange communication system) can also be used for pupils who may be non-verbal and 'Now and Next' systems to encourage active participation in lessons.

Using TEACCH Approaches

We will utilise TEACCH style approaches to try to ensure children can access the learning environment in a calm and regulated manner. These are strategies such as:

- Now and Next type of structure to indicate what a child's activity/choices are - using pictures and symbols if appropriate.
 - Breaking instructions down into chunks
 - Preparation for transitional times.
- Use of a visual timetable to indicate stages of the lesson/morning/day removing steps that have been completed.
- Access to an individual workstation
- Access to a quiet area to engage in sensory activities and reduce sound/noise distractions.
- Careful consideration of the position of an individual workstation within classroom.
- Providing regular small group/ paired teaching by staff to develop attention and processing skills.
- Use of 'Calm Boxes' in all classrooms - Each box contains a variety of different aids to support the emotional regulation of children and to help them to reflect on situations which may have led to undesirable behaviours.

Sensory Support

Many of our pupils have complex sensory needs, which can sometimes result in them displaying challenging behaviour. It is important for staff to work together with external agencies where appropriate to recognise the difference between sensory issues and challenging behaviour - a sensory assessment can be completed by trained Occupational Health professionals to identify pupils potential underlying sensory needs and from this, a targeted sensory diet can be created to support the pupil.

We also use the MOVES programme to underpin this, which is delivered within Occupational Therapy Interventions.

Social Stories

Where necessary, some pupils have specific bespoke visual reminders that help model and reinforce expected behaviour. We will use these to enable ease of communication for children who struggle to verbalise their feelings or follow lengthy dialogue and to try and reinforce appropriate behaviours within certain situations - e.g. how to line up for the lunch hall safely.

Protective Behaviours

Protective Behaviours is planned and delivered throughout the curriculum to ensure pupils know how to keep themselves safe and seek support if needed.

Protective Behaviours is a framework for personal safety consisting of two themes.

- We all have the right to feel safe all the time.
- We can talk with someone about anything, even if it feels awful or small.

Protective Behaviours encourages the development of a clear 'support network' which we can call upon having identified that we are feeling unsafe.

Targeted support is available for an individual or small group of pupils to support their understanding and the recognition of their feelings and the feelings of others including the use of the *How I Feel Wheel*.

Deployment of staffing

Staffing provision of trained adults allows for additional support in lessons, transitional times and more unstructured times such as play times where necessary.

Individual Behaviour/support Plans

These are produced in consultation with specialist teaching services, the class teacher, teaching assistants, parents and pupils if appropriate and followed to allow individual behaviours to be recognised, accommodated and supported.

Lego Therapy

Lego Play Therapy is a model in which children can learn social skills in a natural environment with a trained adult to act in a supportive capacity.

The children learn how to listen, cooperate, solve disputes and help each other for the model to be successfully built.

Targeted Interventions

At Brookhurst, we are able to offer pupils specific 1:1 and small group sessions such as:

- Drawing and Talking (SEMH)
- Counselling (SEMH)
- Phonics and Reading (Cognition and Learning)

- Writing (Cognition and Learning)
- Maths (Cognition and Learning)
- Social Skills (Communication and Interaction)
- Occupational Therapy (Sensory and Physical)

External Support

We will use the most appropriate outside agency to provide our pupils with access to the very best in provision and assessment opportunities. We work with, among others:

- Occupational Therapist
- SEND Supported
- Educational Psychologist
- Speech and Language Therapist

Pupil Passports

At Brookhurst, we recognise that there is often an underlying reason for any pupil who displays challenging behaviour and that often this is a form of communication. The use of individual Pupil Passports allows us to use a cohesive and consistent approach to presenting behaviours and support the child through shared and successful strategies while recognising them as an individual.

Staff will always work with pupils, parents and, where appropriate other professionals, in order to identify the causes or underlying reasons for the behaviour and seek to put strategies in place to best support our pupils.

In some situations, the use of sanctions may be appropriate in order to support pupils to behave appropriately enabling them to access the learning environment in a positive way but these will be purposeful, proportionate and with the legitimate aim to protect the whole school community while taking account of a child's SEND.

At Brookhurst, we will always give cause to consider whether the child's behaviour leads us to suspect that a child is suffering, or is likely to suffer, significant harm.

Where this may be the case, school staff will follow the school's safeguarding policy.

We will also consider whether continuing disruptive behaviour may be as a result of an unmet educational or other SEND needs.

At this point, we will consider whether a multi- agency assessment is necessary, refer to external agencies and partners or initiate Early Help.