

Broughton Fields Primary School

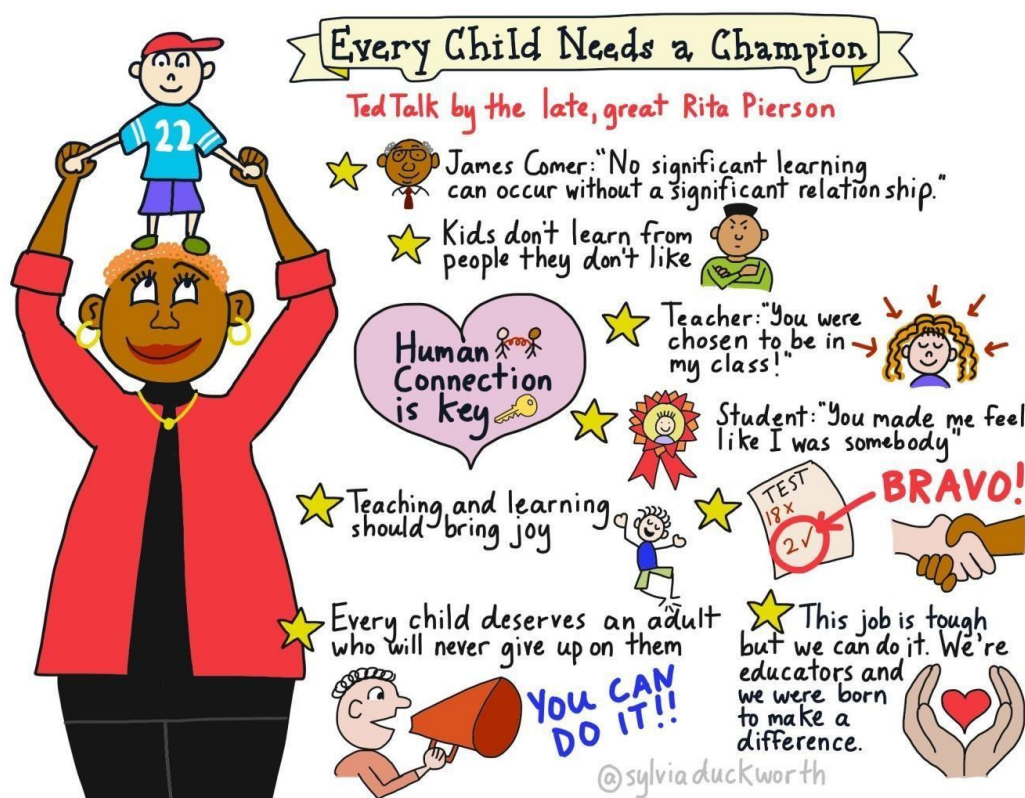


Behaviour policy and statement of behaviour principles

Last reviewed on:	December 2024
Next review due by:	September 2025

Contents

.....	2
1. Aims	3
2. Legislation, statutory requirements and statutory guidance	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	6
6. School behaviour curriculum	8
7. Responding to behaviour	11
8. Principles of Nurture & Boxall Profile	21
8.1 Use of the Boxall Profile to Identify Barriers to Learning	21
9. Responding to misbehaviour from pupils with complex needs	22
10. Supporting pupils following a sanction	23
11. Pupil transition	24
12. Training	24
13. Monitoring arrangements	24
14. Links with other policies	25
Appendix 1: Written Statement of Behaviour Principles	26
Appendix 2: Positive Behaviour Support Plan	27
Appendix 3: Reflection Activity (Child Independent)	30
Appendix 4: Reflection Activity (Adult Supported)	31



1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Behaviours which falls below our expectations might include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Smoking

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Cigarettes, tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying, in any form, is unacceptable. The whole school community is responsible for the prevention of bullying and, when there are incidents, we must work together to deal with the situation and learn from it. In school, we reinforce these messages by:

- Discussing and holding our values as ways to live and learn, discussing them in assemblies, lessons and when dealing with behaviour.
- Using assemblies, reflection and story time to discuss differences between bullying and conflict.
- Celebrating school events together such as Fabulous Finishes, performances.
- Opportunities to extend friendships by taking part in special events e.g. sports tournaments & festivals, after school clubs.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Teaching a curriculum which is ambitious and reflects the diversity of our school.
- Creating a safe and happy environment with positive relationships that have an impact on learning and achievement.
- Having a positive school ethos which is understood by all pupils, staff and families.
- Interactions which develop empathy, social skills and emotional understanding including support from the Learning Mentor
- A PSHE curriculum based on Jigsaw which discusses issues including healthy & respectful relationships, boundaries, consent, stereo-typing, prejudice, equality and self-esteem at age-appropriate stages.
- Ensuring all pupils know that all members of staff will listen to them if they have concerns and will act upon them.
- Having systems in place where any pupil is able to voice a concern.
- Raise awareness of online bullying through regular e-safety lessons.
- Ensuring lunchtime staff are trained in promoting positive play through a range of engaging resources and activities.
- Offering training to school staff.

At Broughton Fields, children are encouraged to talk to staff when they are unhappy or have concerns or worries. The pupils know that they have a right to be safe and a responsibility to support others to feel safe.

- Pupils are encouraged to report bullying to a trusted adult e.g. their class teacher, a teaching assistant, learning mentor, midday supervisor.
- Children are taught a three step way to stop all unkind behaviour. Once staff know what has happened, they can investigate and try to establish whether it is bullying or not.

Step 1: TELL them to STOP

Step 2: Walk away from the situation

Step 3: Tell an adult straight away

- Parents are encouraged to report concerns and bullying to the class teacher in the first instance.

Where bullying is reported we will take the following steps to deal with the situation and learn from it:

1. Secure the safety of the target of bullying straight away	<p>Think about any safeguarding concerns and report these to the DSL</p> <p>Record on CPOMS</p> <p>Provide assurances to the child that the concerns have been listened to and actions will be taken</p>
2. Take actions to stop the bullying happening again	<p>Consider who else is involved and what roles they have taken</p> <p>Send clear message that the bullying must stop</p> <p>Work with both parties to find solutions</p> <p>Identify the most effective way of preventing re-occurrence and any consequences</p> <p>The following procedures may be followed:</p> <ul style="list-style-type: none"> - The victim, alleged perpetrator and witnesses will be interviewed separately - Medical attention if injured - Write down the details of the incident to obtain the full picture - No assumptions or judgements are made - All accounts are listened to, being non-confrontational and not assigning blame until the investigation is complete - Searching children's bags and property in line with guidance within this policy - Consider sanctions for the perpetrator <p>The victim will be provided with support from the relevant people e.g. DSL, senior leaders, class teacher & support staff. Staff will contact their parents and explain what has happened and how it has been managed. Advice will be provided to the victim to ensure bullying stops.</p>
3. Whole school learning & reflection on what has been learnt	<p>Consider what needs to happen next to prevent future bullying e.g. PSHE, training, intervention etc.</p>

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Be positive role models for their children and demonstrate consistent expectations of behaviour
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

6.1 Key Habits

How to behave at Broughton Fields is taught explicitly and reinforced continuously. Children are taught that they should follow the values and expectations through interactions in class and during assemblies. They are encouraged to "do what is right" even when no-one is looking. Some key habits are reinforced and expected:

- Broughton sitting – when seated on the floor (in the hall or classroom), children sit with their legs crossed, looking at the teacher, hands still and ears listening, ready to participate. When seated at a table, the children will face the front (moving their chair if necessary)
- Broughton lining up – when preparing to move from one location to another e.g. to assembly, to the library or coming in from the playground, they will line up one behind the other in a specific order. In most cases, this will be alphabetical order but in some cases, teachers will identify a different order.
- Broughton walking – when moving around the school as a class e.g. to assembly, to the library or coming in from the playground, children will remain in their designated order, face the front and walk in a straight line away from the walls without talking.
- Talking Partners – when talking to a partner in class, children will turn to face each other, listen to each other and discuss what has been asked of them ready to feedback if asked.
- Valued Pupils – all pupils are valued at Broughton Fields. If they are walking around school e.g. at break or lunchtime, to find an adult, collect something or take a message, they are expected to demonstrate responsibility by walking quietly and sensibly.

Pupils are expected to be:

- Ready
 - Wearing the correct uniform at all times
 - Making it possible for all pupils to learn by allowing the adults to teach
- Respectful
 - Behave in an orderly and self-controlled way
 - Show respect to members of staff and each other by listening to them and following instructions
 - Treat the school buildings and school property with respect
 - Walk at all times when inside the school building (unless in a PE lesson in the hall)
- Safe
 - Keep their actions kind so no-one gets hurt
 - Keep their actions calm so nothing gets damaged

6.2 School Values & British Values

We have a vibrant, diverse, multi-faith community and we understand our critical role in promoting a strong ethos with British Values and our School Values as the foundations of our school. We are proud to be holders of the Enhanced Values Based Education Quality Mark.

We have 22 values which are taught on a two-year rolling programme. Within these, we have six key values which, we believe, form the foundation of all behaviours in our school. These are highlighted in red in the table below.

All values are taught in a variety of ways, embedded in our creative curriculum which includes enrichment days, high expectations of behaviour, organised and thoughtful assemblies, our varied before and after school clubs and our positive, welcoming and friendly ethos. They are used in conversations, referred to when discussing any incidents of poor behaviour, praised when seen and referred to when speaking to parents.

Months	Values Year 1	Values Year 2
September	Resilience	Determination
October	Friendship	Responsibility
November	Care	Empathy
December	Peace	Hope
January	Courage	Aspiration
February	Love	Gratitude
March	Cooperation	Respect
April	Positivity	Humility
May	Patience	Tolerance
June	Happiness	Honesty
July	Appreciation	Trust

At Broughton Fields Primary School, we are committed to fostering an environment that encourages the development of fundamental British Values. These values are integral to our behaviour policy and include:

- **Democracy:** We encourage pupils to express their views respectfully and participate in decision-making processes, such as school councils and classroom discussions. This nurtures a sense of responsibility and active citizenship.
- **The Rule of Law:** We emphasise the importance of rules and laws in maintaining a safe and supportive school environment. Pupils learn the value of laws, the responsibilities they entail, and the consequences when they are broken.
- **Individual Liberty:** We support pupils in making informed choices and taking responsibility for their actions. Our school provides a safe environment and empowering education that encourages pupils to develop their self-confidence and self-awareness.
- **Mutual Respect and Tolerance:** We promote an inclusive atmosphere where diversity is celebrated. Pupils are taught to appreciate and respect different cultures, faiths, and beliefs, fostering a supportive and harmonious school community.

By embedding these values within our behaviour policy, we aim to create a nurturing environment where every pupil feels valued and respected. Our commitment to these principles helps prepare our pupils to be considerate, responsible, and active members of society.

6.3 Zones of Regulation

We all encounter trying circumstances that test our limits from time to time. If we are able to recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This is the goal of the Zones of Regulation.

Leah Kuypers 2011, Creator of the Zones of Regulation

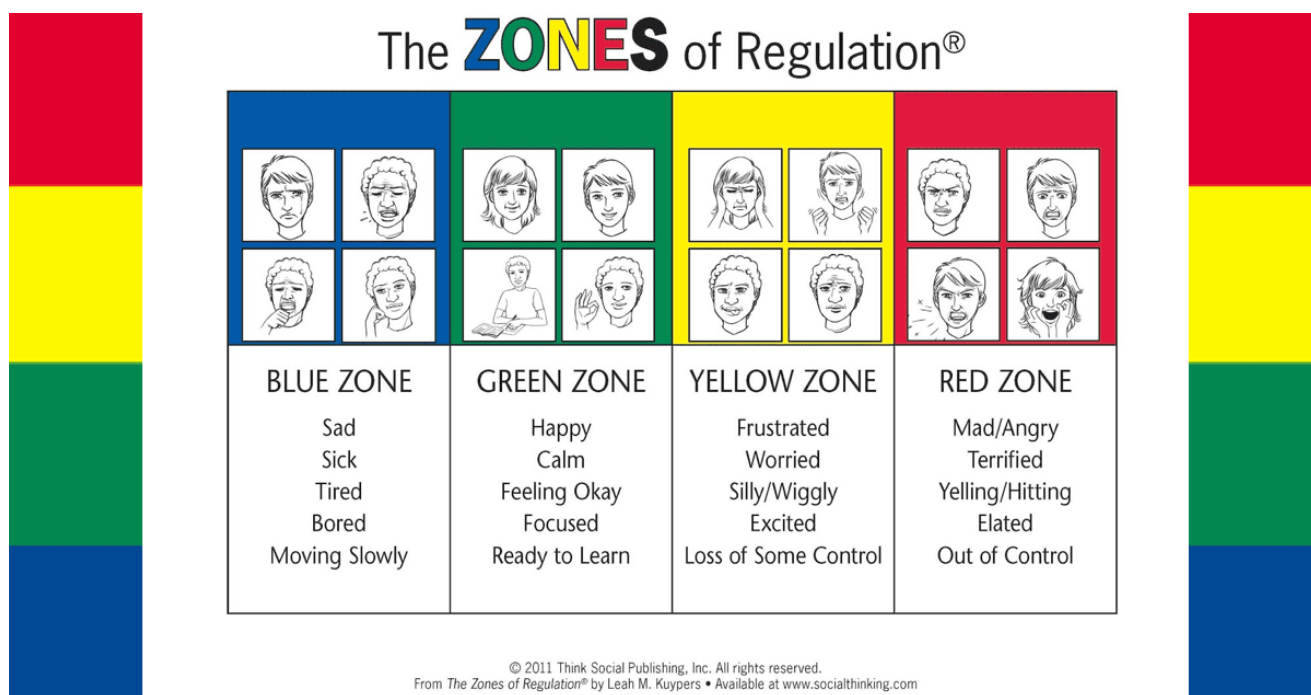
For children's emotional wellbeing and to promote good mental health, and for children to be ready to learn and contribute positively within the learning environment, emotional regulation is essential.

Throughout their school journey, children are taught to:

- Recognise their physical feelings (physiology);
- Name their emotions (vocabulary);
- Identify behaviours that may occur as an effect;
- Identify how it feels to be in each of the 4 zones;
- Learn strategies for managing their emotions
- Learn strategies for getting “back to the green zone and being ready to learn”

Zones of regulation are introduced with the children being encouraged to identify simple vocabulary for each zone and the corresponding colour. Strategies are discussed which will help the children to “get back to green,” these may be via a class “toolbox” or through an individual toolbox tailored to a specific child’s needs. As the children get older, more complex emotions are assigned to the colours and children are given a greater level of autonomy in seeking strategies to regulate themselves.

Every classroom has a Zones of Regulation display and children are encouraged to move their name/photograph to indicate which zone they are in at the time. When they indicate that they are outside the green zone, staff will direct the children to the toolbox for support in regulating.



6.4 Pupil Leadership & Responsibility

At Broughton Fields, there are many opportunities for children to develop leadership skills and take on responsibility. This helps to model positive behaviours to other pupils as well as to foster respect and a desire to lead. Examples include:

- School councillors
- Junior Park Rangers (Y4-6)
- Big Friends, Little Friends (Y6 supporting FS)
- Classroom monitors (variety of responsibilities, unique to each class)
- Office Helpers
- Wellbeing Ambassadors (Y5 & 6)

6.5 Mobile phones

- Pupils are allowed to have mobile phones with them on site but they must be turned off upon entry to the school grounds and remain off until they leave the grounds at the end of the day.
- Mobile phones must be handed in upon entry to the classroom where they will be locked away until home time
- A consequence will be given if a child does not hand their phone in in line with this protocol
- An exception is made for children needing a mobile phone for medical reasons e.g. to monitor blood sugar via a remote monitor. In this case, we expect all other functionality to be disabled so the device is only used for monitoring

7. Responding to behaviour

7.1 Classroom management

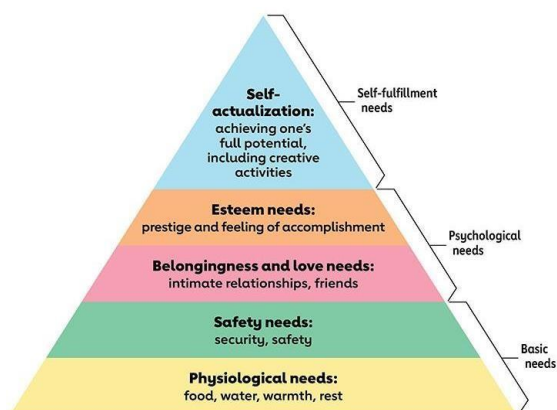
Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines and applying them consistently
 - Communicating expectations of behaviour and expecting these consistently
 - Highlighting and promoting good behaviour

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. In order for children to thrive at school, they need to have their basic needs met.



We recognise that children who have experienced Adverse Childhood Experiences and/or suffered trauma may communicate through their behaviour and this may include unwanted, negative and potentially dangerous, disruptive and destructive behaviours. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [child protection and safeguarding policy](#) for more information.

7.3 Responding to good behaviour

Staff should respond to positive behaviour regularly but expected behaviour will not always be acknowledged e.g. a child walking in a line as per our expectations may not be praised as this is an expectation rather than something which goes over and above. They may be thanked e.g. “thank you for showing Broughton walking.”

When a pupil's behaviour goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive behaviour might be rewarded with:

- Highlighting the behaviour on the class recognition board
- Immediate praise and encouragement, i.e., smile, let them share their work with their class or another
- House Points
- Positive comments on learning
- Golden Pupil
- Star of the Day
- Stickers
- Responsibility / leadership opportunities
- Refer to SLT
- Inform parents – phone call, email or chat with parents at collection or drop off

At Broughton Fields, we know that some of these rewards will function as extrinsic motivation which, while often positive and successful, can make children aim for the reward and not think deeply about their learning. In order to mitigate this, and avoid children solely associating learning with transactions, we aim to praise and focus on:

- **Kindness and Empathy:** Highlight instances where pupils have shown kindness or helped their peers.
- **Effort and Perseverance:** Acknowledge students who have put in extra effort or shown determination in their tasks.
- **Teamwork and Collaboration:** Recognise pupils who work well in groups and contribute positively to team activities.
- **Respect and Responsibility:** Spot students who are respectful to others and take responsibility for their actions.
- **Creativity and Innovation:** Celebrate creative thinking and innovative solutions to problems.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Sanctions and consequences may not be public. The child receiving the sanction or consequence will know that this has happened but other children may not be aware. This may happen for a variety of reasons but pupils must be assured that incidents will be dealt with in the most appropriate manner and with consistency and fairness at the forefront.

The most effective way to respond to misbehaviour is to stay calm, follow a plan and be consistent rather than to react to behaviour by shouting, arguing, bribing or being inconsistent. Shouting can be an indication of a loss of control and should only be used where pupil safety is at risk and immediate action is needed.

Staff may use sentence stems to initiate conversations with children...

- You need to...(speak to me at the side of the room)
- I need to see you...(following the agreed routine)
- I expect...(to see your table tidy in the next two minutes)
- I know you will...(help Fred to clean the pen off his face)

- Thank you for...(letting go of the pencil, let's walk and talk)
- I have heard what you said, now you must...(collect your things calmly and move to a place you can calm down)
- We will...(have a better day tomorrow)

7.5 Responding to misbehaviour – De-escalation

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

- 'Please walk!' rather than 'Don't run'
- 'Quiet voices please'
- 'Remember to use kind hands'
- 'Please use kind words'

De-escalation scripts can be an extremely effective tool as a planned response to high level verbally aggressive, confrontational or non-cooperative language.

- Use the individual's name
- Acknowledge their right to their feelings
- Tell them why you are there
- Offer help
- Offer a 'get out' (positive phrasing)
-

And for younger children:

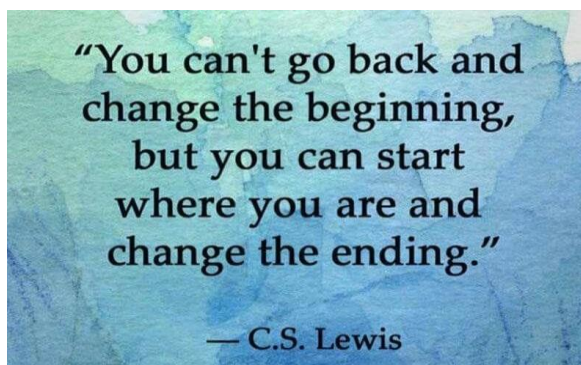
- Oh dear, I can see...
- I'm here to help you
- Use your words (signing / symbols) Tell me..
- Come with me and we can..
- Let's go over here and..

Instructions must be clear and not given as questions e.g. 'come into the classroom now please' rather than 'Would you like to come into the classroom?' Other examples of positive phrasing which staff may use are:

- Sit quietly, thank you
- Put the pen on the table
- Dishes in the sink
- Walk in the corridor
- Kind words are used here, please use them
- Switch the computer off
- Take some time in your quiet place
- Stay seated in your chair
- Hands up if you know the answer
- *Please / thank you.*

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

7.5 Responding to misbehaviour - consequences



There is not a 'one size fits all' approach to consequences for misbehaviour. However, it is important that the children are provided with the skills and incentives to behave differently if faced with the same set of circumstances recurring.

The table below is not exhaustive but outlines some behaviours and the consequences which may be given.

Examples of behaviours	Possible Consequences
<ul style="list-style-type: none"> • Ignoring general instructions • Lack of effort • Disrupting the learning of others (including stopping an adult from teaching) • Being unkind to another pupil • Hostility towards another child • Telling tales/deliberate, unnecessary interference • Provoking another child or retaliating • Disrespecting school property including, not allowing others to use shared resources 	<p>Discreet 30 Second Intervention</p> <p><i>I noticed you are...(having trouble getting started/wandering around the classroom, waiting your turn, sharing the ball)</i></p> <p><i>It was the expectation about...(being kind, sharing, lining up/staying on task) that you broke</i></p> <p><i>You have chosen to...(move to the back/catch up with your work at lunchtime, have some time away from playing)</i></p> <p><i>Do you remember last week when you...(arrived on time every day, got your name on the recognition board, helped a younger child at break time)</i></p> <p><i>That is who I need to see today...</i></p> <p><i>Thank you for listening.</i></p>
<ul style="list-style-type: none"> • Refusal to complete a task • Leaving the classroom/learning area without permission • Inappropriate language towards another child • Disrespect towards an adult, including secondary behaviour following a previous incident* • Harming another individual through silly/inappropriate behaviour • Damaging school property • Making another adult or child feel unsafe • Taking items that do not belong to you, with intent to keep 	<p>Period of time 5/10minutes with teacher during the next break or lunch to discuss impact of behaviours and how they need to change, including any necessary repair</p> <p>Where the misbehaviour occurs outside, the child will spend 5-10 minutes sat on the bench while the rest of school play. MDS will monitor and tell the child when they can re-join the play.</p> <p>*Secondary behaviour should be addressed but not in the moment as this can often escalate the behaviour response.</p>
<ul style="list-style-type: none"> • Inappropriate language towards an adult. • Swearing. • Causing harm to another by being deliberately unsafe • Causing harm to another individual with intent, e.g. pulling and dragging another student. • 	<p>Period of time 5/10minutes with a member of the leadership team for reflection & restoration time during the next break/lunch time</p> <p>A decision will be made as to whether parents will be informed. Where behaviours are recurring, parents must be kept informed and involved in making a plan moving forward.</p>
<ul style="list-style-type: none"> • Physical violence or threat of in anger (not play fighting) e.g. fighting, punching, kicking, hitting, etc. • Abusive or threatening behaviour towards another pupil • Offensive/explicit language towards another, including: racist, homophobic or sexist language. • Intentionally hurting an adult • Leaving the school building without permission 	<p>Time away from the class which may be the rest of the lesson/day or the following day.</p> <p>Removal of break or lunch</p> <p>Suspension from school for a fixed period</p>

At times, other consequences may be employed. For example, school-based community service such as litter picking, withdrawal of a privilege such as a position of responsibility or attendance at an extra-curricular event/visit. Where damage has been caused by a child, they will be expected to play a part in repairing the damage.

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to the [Milton Keynes Council exclusions policy](#) for more information.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis. What is best for all children involved including the perpetrator/instigator will always be considered with regard to the impact on perceived fairness.

Repeated need for consequences or Reflection and Restoration time suggests that the strategies in place for the child are not working and alternatives must be sought. A positive behaviour plan may be written at this point and the school SENDCO might be involved.

7.5 Positive Handling: Team-Teach Approach

We are committed to fostering a safe and positive learning environment for all our pupils. We recognise that, at times, some children may need additional support with their behaviour to enable them to fully participate in school life. To ensure that we provide the best possible support, we have adopted the Team-Teach approach to behaviour management and positive handling.

Team-Teach is an established system of de-escalation and positive handling techniques that prioritise the safety and dignity of all involved, while promoting a calm, respectful, and supportive atmosphere. It is based on the principles of nurture and focuses on preventing challenging behaviour by understanding its causes and intervening early in a positive, constructive way. The Key Elements of the Team-Teach Approach are:

1. Preventative Strategies and De-Escalation

A core part of our approach is preventing incidents before they escalate. Staff are trained to recognise early signs of distress or frustration in children and to use a range of verbal and non-verbal de-escalation techniques to help calm situations down before they reach a crisis point.

Staff are encouraged to engage in proactive communication, modelling positive behaviour, and providing clear expectations. By fostering positive relationships with children and understanding their individual needs, we aim to reduce triggers for disruptive behaviour and support emotional regulation.

2. Positive Handling as a Last Resort

We believe that positive handling should always be a last resort when all other strategies have been exhausted and when a child's behaviour poses a risk to themselves, others, or property. The aim of positive handling is to ensure safety and calmness, with respect and care for the child's wellbeing throughout.

Team-Teach Level 2 trained staff are equipped with safe, non-restrictive techniques to guide children away from unsafe situations or to support them in regaining control of their emotions. These methods focus on minimal physical intervention and always consider the individual child's physical and emotional needs.

All staff who are trained in Team-Teach receive regular updates to ensure they are confident and competent in using these techniques appropriately and safely.

3. Individualised Support

We recognise that each child is unique, and their behaviour is influenced by a wide range of factors, such as past experiences, emotional needs, or developmental stages. As part of our commitment to nurturing the whole child, we tailor our behaviour support plans to meet the specific needs of each child.

If a child has experienced difficulties with behaviour, a Behaviour Support Plan (BSP) may be developed, in partnership with parents, to provide a clear, consistent framework of support. This plan will identify triggers, outline specific interventions, and set achievable goals to help the child manage their behaviour more effectively.

The Team-Teach approach will be incorporated into these plans, ensuring that strategies such as positive handling are used only when absolutely necessary and always with the child's dignity in mind.

4. Staff Training and Consistency

We invest in regular, high-quality training for staff, with a proportion of our staff trained to Team-Teach Level 2. This ensures that there is always someone on hand who can provide immediate support when necessary.

All staff, regardless of their training level, are familiar with the principles of Team-Teach and work together to ensure that there is a consistent approach to behaviour management across the school. We also ensure that all interventions are recorded accurately, and any use of physical intervention is fully documented, in line with our safeguarding and reporting procedures.

5. A Calm, Nurturing Environment

Central to the Team-Teach approach is the belief that children thrive in a calm, consistent, and nurturing environment. By offering this, we can prevent escalation and help children feel supported, valued, and understood.

We work closely with parents and external agencies to develop strategies that promote positive behaviour and to ensure that any behaviour challenges are addressed in a holistic and supportive way. Our school is a place where children feel safe to make mistakes, learn from them, and grow.

Any incident involving physical intervention is carefully logged and reviewed by senior staff. This ensures that the strategies used are appropriate and that there is a clear record of what occurred. Parents are always informed when positive handling has been used, and we work collaboratively to review and improve our approach if needed. We are committed to transparency and keeping communication open between school and home.

Through our commitment to the Team-Teach principles, we aim to create a supportive school environment where every child has the opportunity to learn, grow, and succeed in a safe and nurturing space. If you have any concerns about your child's behaviour or the strategies we use, please don't hesitate to contact us. We are here to work together in the best interests of your child's wellbeing and development.

7.6 Searching and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil, depending on the item, they may be returned to parents.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher/deputy headteacher, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets or possessions.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of such as their bag.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher/deputy headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our [child protection and safeguarding policy](#) for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider

whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our [child protection and safeguarding policy](#).

8. Principles of Nurture & Boxall Profile

8.1 Use of the Boxall Profile to Identify Barriers to Learning

At Broughton Fields, we are committed to providing every child with the support they need to succeed in their learning and development. We recognise that some children may face challenges that can affect their ability to engage fully with their education. To ensure that these needs are identified and addressed, we use a tool called the Boxall Profile.

The Boxall Profile is an assessment tool designed to help staff identify and understand barriers to a child's learning and emotional wellbeing. It looks at two key areas:

1. **Emotional and Social Development:** This includes a child's ability to form positive relationships, manage emotions, and engage with peers and adults in a school setting.
2. **Learning and Behavioural Needs:** This looks at how a child engages with tasks, their level of attention, motivation, and any behaviours that may affect their learning.

Through regular use of the Boxall Profile, we can:

- **Identify areas of need:** The tool helps us pinpoint specific barriers that may be impacting a child's learning, such as anxiety, poor self-esteem, difficulty with social interactions, or challenges with concentration.
- **Develop tailored strategies:** Once we understand the specific needs of the child, we can create a personalised plan of support. This might include interventions such as small group work, one-to-one support, social skills training, or access to additional emotional wellbeing resources.
- **Monitor progress:** The Boxall Profile allows us to track changes over time, ensuring that the strategies we put in place are having a positive impact and allowing us to make adjustments if needed.

Our goal is to ensure that every child feels supported and understood, with the right tools in place to help them reach their full potential. If you have any concerns about your child's progress, please feel free to speak with the class teacher or our SENDCO (Special Educational Needs & Disabilities Coordinator) for further information on how the Boxall Profile is being used to support them.

8.2 The Six Principles of Nurture

We believe in the power of Nurture to support every child in their emotional, social, and academic development. We follow the Six Principles of Nurture, as identified by Nurture UK, to ensure that every child is provided with the right environment and the necessary support to thrive. These principles are woven into the daily life of our school and underpin our approach to behaviour and wellbeing. They are:

1. **Children's learning is understood developmentally** - We recognise that every child develops at their own pace, and we understand that their emotional and social development is just as important as their academic progress. We consider the age, experiences, and individual needs of each child to ensure that learning is accessible and achievable for everyone. This approach helps us to be patient and understanding, particularly when children face emotional or behavioural challenges.
2. **The classroom offers a safe base** - Creating a nurturing and safe environment is essential for all children. A child must feel secure and valued to engage in learning. Our school provides a caring, structured environment where children feel emotionally safe, know what is expected of them, and can trust the adults around them. Clear boundaries and routines help children feel confident, reducing anxiety and promoting positive behaviour.
3. **The importance of nurture is understood by all the staff** - Nurture is a whole-school responsibility. All staff members, from teachers to teaching assistants, midday supervisors to support staff, are trained to recognise the emotional and social needs of children. We are

committed to creating a positive school culture where every member of staff understands and embodies the principles of nurture in their daily interactions with children.

4. **Language is a vital means of communication** - We believe that children's ability to express themselves through language is key to their emotional and social development. We support children in developing their language skills by offering opportunities for them to talk about their feelings, ideas, and experiences. We also encourage positive communication, active listening, and respect for others, which helps to build stronger relationships and foster a positive classroom environment.
5. **All behaviour is communication** - We understand that children's behaviour, whether positive or challenging, is a form of communication. When a child displays difficult or disruptive behaviour, we do not simply view it as misbehaviour but as a signal that the child may be struggling with something—whether that's emotional, social, or academic. We work with the child to identify the underlying cause and provide appropriate support to address their needs.
6. **The importance of transition in children's lives is understood and supported** - Transitions, whether they are starting school, moving between year groups, or any change in routine, can be challenging for children. We recognise that these times can be difficult and often trigger anxiety or uncertainty. To support children through transitions, we provide consistent routines, prepare children for change in advance, and offer reassurance and support as they adjust. We also work closely with parents to ensure a smooth transition and to understand any additional needs a child may have.

By embedding these six principles into our everyday practice, we create a school environment where all children feel understood, valued, and supported. We aim to nurture not only their academic growth but also their emotional resilience and social development. If you ever have concerns about your child's emotional wellbeing or behaviour, please don't hesitate to get in touch with your child's class teacher. We are here to support both you and your child on their learning journey.

9. Responding to misbehaviour from pupils with complex needs

9.1 Recognising the impact of SEND on behaviour

Broughton Fields is a wonderfully diverse and inclusive school. Where children are not yet able to manage their own emotions; use the language required for communicating their needs, or where following our expectations is beyond their current development level (due to SEND or other factors), additional support is provided and tailored to the child in addition, or over and above, the routines and behaviours that all children will be expected to achieve. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Support may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces; sensory tents, Kaleidoscope Room, Dolphin Pod where pupils can regulate their emotions during a moment of sensory overload

A Positive Behaviour Plan will be implemented for pupils where alternative approaches and responses are needed and the standard behaviour policy is not appropriate. PBPs will be bespoke to the needs of each individual child and will be reviewed regularly. These will be shared with all relevant staff and parents to ensure consistency.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Where this is the case, it will be identified in their Positive Behaviour Plan.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs & disabilities co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

9.5 Positive Behaviour Plans

Where a child's needs or presentation means that the standard behaviour expectations and consequences are not accessible to them, an alternative approach may be used. In this case, the alternative approach will either be outlined in their SEND plan or through a positive behaviour plan (see appendix 2). All staff working with that child will be aware of the plan and the strategies which have been identified as appropriate for the child and this will be applied consistently.

10. Supporting pupils following a sanction

At Broughton Fields Primary School, we recognise the importance of providing support to pupils following a sanction for misbehaviour. Our aim is to help them understand the consequences of their actions, learn from their mistakes, and reintegrate positively into the school community. We implement the following steps to support pupils:

- **Reflection and Understanding:** Pupils will have the opportunity to reflect on their behaviour with a member of staff in a supportive setting. This allows them to understand the impact of their actions and discuss how they can make better choices in the future.
- **Restorative Conversations:** We facilitate restorative conversations between the pupil and any affected parties. This process encourages pupils to take responsibility and fosters empathy and understanding.
- **Personalised Support Plans:** Where necessary, we develop personalised support plans in collaboration with the pupil, parents, and relevant staff. These plans are designed to address underlying issues and provide targeted strategies to prevent future incidents.
- **Mentoring and Guidance:** Pupils may be paired with a mentor who can provide guidance, encouragement, and support as they work towards improving their behaviour.
- **Parental Involvement:** We maintain open communication with parents/carers to ensure they are informed and involved in supporting their child's behavioural development.

- **Monitoring and Review:** The pupil's progress will be regularly monitored, and the effectiveness of the support strategies will be reviewed. Adjustments will be made as necessary to ensure continued improvement.

By following these steps, we aim to create a supportive and nurturing environment that empowers pupils to learn from their experiences and contribute positively to the school community.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to handover with new teachers.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of physical intervention for those staff who may be called upon to support with this
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour including a focus on the impact of Adverse Childhood Experiences (ACEs), trauma and attachment needs.
- Identified staff have Team Teach Level 1 & 2 training

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom on CPOMS
- Attendance, permanent exclusions and suspensions
- Children placed in pupil referral units (PRUs), alternative provisions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed regularly from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- MKC Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Positive Behaviour Support Plan

Data	
Time in school/PTT?	
Exclusions in last 12 months	
Attendance	
Record of incidents of concern: <i>Consider frequency, intensity and duration</i> (no more than 6 weeks, no less than 2 weeks of data)	
• Significantly disturbing learning	
• Hurting other children	
• Hurting staff	
• Verbal abuse/ threatening behaviour	
• Damage to property	
• Other (please specify)	

Behaviour of concern <small>(be specific, not general like aggressive, rude, disruptive)</small>	Antecedents (triggers)	Purpose/function of behaviour – why is it happening? <small>(sensory/stimulating, tangible, escape (inc from demands), attention or interaction, pain, due to a characteristic of ASD, environmental etc)</small>

Behaviour of Concern	Proactive Strategies (How to avoid and prevent behaviours, helps CYP communicate what is happening/how they are feeling and the functions/purpose of behaviours are met in other way, teaches a new skill, meets basic need)	Reactive Strategies (De-escalation strategies for when behaviours begin to, and are, developing)

Support for when child young person is not coping or managing (meltdown/crisis)	
Strategy	Who?

Appendix 3: Reflection Activity (Child Independent)

My Reflection

Remember – You Own Your Own Behaviour

What Happened?

How were people feeling at the time?

Who has been affected? How?

What have you learnt from this?

Name: _____ Date: _____

Remember to write neatly and in full sentences, explaining yourself clearly

Were parents informed?

Yes

No

If no, what was the reason?

Is this a:

1st incident

Ongoing Concern

Reflect – Repair - Restore

What Happened? (Explore to discover roots)

What were people thinking/feeling at the time?

Who has been affected? How?

(ensure child knows reality but is not made to feel guilty)

How can we repair relationships?

Summarise

Name: _____ Date: _____

Were parents informed?

Yes

No

If no, what was the reason?

Is this a:

1st incident

Ongoing Concern