



Behaviour Management Policy

Author	Mike Waddell Christine Davy
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Signed	
Staff Lead	Mike Waddell
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School Aim:

We want Brooklands to be a happy, safe place where we can work and learn together successfully. A place where expectations are clear and pupils and staff feel respected and show respect to others and their environment.

The school expects every member of the school community to behave in a considerate and respectful way towards others.

Objectives:

- To provide a caring, friendly and secure learning environment that supports children in making positive behaviour choices and developing their empathy and understanding of others.
- To ensure that children are engaged and challenged appropriately to avoid misbehaviour through boredom, lack of understanding or lack of progress.
- To maintain high standards of behaviour with a policy which is consistently and fairly applied.
- To use a positive reward system to encourage our pupils to make positive choices.
- To use relational approaches alongside a clear and transparent sanction system which is communicated to parents so that they can discuss behaviour choices with their child.

Golden Rules:

The school's classroom and play ground rules are based on the Golden Rules':

- ❖ We are gentle.
- ❖ We are kind and helpful.
- ❖ We listen.
- ❖ We are honest.
- ❖ We work hard.
- ❖ We look after property.

How do we promote good behaviour, self-discipline and respect?

- By ensuring consistent routines, expectations and boundaries of behaviour that are well defined and understood by staff, pupils and parents.
- By rewarding positive behaviour.
- By teaching pupils that actions and choices have consequences and helping them to develop empathy and understanding of others.
- By applying rewards and sanctions fairly and consistently.
- By taking opportunities for relational approaches such as restorative enquiry following incidents, bringing those involved together to repair relationships and mediate disagreements.
- By direct teaching of social and communication skills through a progressive PSHE curriculum and cross-curricular opportunities.
- By starting each day with a clean slate for every child and making it clear that it is the behaviour choices which are not acceptable and not the child.
- By working in partnership with parents.

How do we reward good behaviour?

- Class Dojo is an online system for rewarding good learning behaviours and sharing this information with parents. Pupils might earn 'Dojos' (points) for good behaviour, kindness and manners; growth mindset behaviours such as perseverance, learning from mistakes and hard work; completing homework on time or anything the teacher or teaching assistant see fit to reward. There are rewards of certificates for the number of Dojos reached: Bronze 50, Silver 100, Gold 200, Platinum 350. These are given in our weekly celebration assembly. Each time a

child reaches a multiple of 25 Dojos, they will be rewarded with a token for 25 team points – see below.

- Each child's team point tokens are placed in the collection/display box and added to the house total which is announced each week in celebration assembly. Team point events will also take place; these will include our Sports day events. At the end of the year, a team point trophy is awarded to the winning team.
- Star of the week is given to an individual who has shown a good example to others through demonstrating the characteristics of a Brooklands Learner.
- As staff we also give positive comments and 'Dojos' to the children in our school and try to catch children being good, which sets the tone for positive behaviour management.
- If a pupil has a whole week of remaining in - or returning promptly to - the green band of our visual behaviour display (see sanctions below) then they earn an entry into our "Green Raffle" in Celebration Assembly. Each week, a winner is picked randomly by computer and they can then choose a prize from our prize wall.
- Every child who stays in the raffle every week of term receives an award on Class Dojo accessible to both them and their parents, commending this. Those who manage to stay in every week for the whole year, receive a certificate celebrating this achievement.
- 'Sparkly Green' is used to reward exceptional work or attitude within class. A certificate is given out by the class teacher.

What action do we take to address unwanted behaviour?

Wherever possible, we endeavour to get the best from our pupils through strong relationships and the rewarding of positive behaviour and appropriate choices. However, we realise that to maintain a sustainable productive learning environment, procedures have to be in place to deal with instances where pupils don't make positive choices and these have to be clear for staff, pupils and parents. We therefore have displayed in each classroom a traffic light board:

- All children start in green at the beginning of a day (or morning / afternoon session - depending on their age). After an initial verbal warning about a poor behaviour choice they are then moved to orange if the behaviour continues, and an 'Orange Reminder' is recorded on Class Dojo to inform parents and enable conversations about behaviour at home.
- We recognise that there is a need for children who make a mistake to be able to redeem themselves. After each move to orange, a short discussion will take place between the child and a member of staff. Reasons for the move will be explained and the pupil will be encouraged to reflect on their behaviour and work their way back to green. If the child modifies their behaviour positively then the teacher will move them back and may offer verbal recognition of this. If they don't manage to work their way back from Orange then this will again be recorded on Class Dojo as 'Stayed in Orange'.
- If the behaviour continues, then the child's name will be moved to red, recorded on Class Dojo with a brief outline of the type of behaviour and a sanction such as loss of playtime, removal from class or phonecall home may be applied. If an event is more serious (such as a physical incident) then the child may be moved directly to red.

- Loss of play or lunchtime may also be used where children have not applied themselves fully to meet the expectations set within the lesson e.g. not completing work in the time given. This would normally be no longer than 20 minutes.
- If at any point in a week, a child reaches their third red incident, then they will be sent to the Deputy Headteacher, who will monitor their behaviour for the following weeks and discuss with their parents as necessary.
- High-level or escalating behaviours must be reported to senior leaders and logged on our online system (CPOMS). These include: absconding from class / site; physical assault leaving a mark; racist or homophobic language; sexualised behaviour, sexual violence or sexual harassment. Bullying concerns must also be logged on CPOMS (see the Anti-Bullying Policy).
- In the event of high level / escalating behaviours, or when warranted, the leadership team may decide to go straight to ringing the parents of that child.
- Parents have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Sanctions May Include (not an exhaustive list):

- Opportunities for children to make amends for their actions
- Move to another table within class
- Move to another classroom / area of the school
- Loss of playtime
- Referral to Head/Deputy Head
- Meeting with child, parents and staff
- Loss of privileges such as membership of clubs, school teams (to be considered carefully alongside our duty to promote equality)
- Loss of privileges such as school visits (to be considered carefully alongside our duty to promote equality and after a thorough risk assessment)
- Repair of deliberate damage, e.g. tidying any mess, cleaning off marks on desks or agreeing with parents a plan to recover any repair or replacement costs
- Working alongside an adult elsewhere in school (time should be used constructively and the pupil must be allowed time to eat or use the toilet)
- Suspension (work will be assigned for the child to complete at home)
- Permanent exclusion

What Reasonable Adjustments Do We Make To The Policy?

- While it is important to be consistent, our policy also needs to be fair and this means recognising that some pupils face additional challenges which can impact on their behaviour - for example those children with SEND or those classed as vulnerable for a range of reasons. In this case, the school will decide what reasonable adjustments are needed as to how the behaviour policy is applied.
- Some pupils may be given special arrangements within class, e.g. use of fiddle toys, behaviour charts, cool-down activities and quiet areas.
- In some cases, quiet time may be used out of class, during lesson time. This system will be pre-agreed between child and staff, to be used during times of dysregulation, anger, stress or

anxiety. Arrangements will either be made outside the classroom or in a nearby space, or in the sensory room. The priority during these times will be to allow the pupil to calm and return to work as soon as possible.

- Some pupils may be given special arrangements at playtimes or lunch times. These may involve supported activities to address behaviour issues or quiet areas to allow pupils time to reflect on their behaviour. Other pupils may join the whole school outside at play or lunch times but will be monitored or supported by a named adult.
- Other personalised arrangements may be put into place as necessary and may be formalised on a written Behaviour Plan to share with other staff.
- Referral to external agencies may be made as appropriate to gain further support.

Where special allowances have not been made, the following strategies are among many that may be used to control escalating behaviour.

LEVEL OF BEHAVIOUR	POSSIBLE STRATEGIES USED
Low Level Behaviour e.g. Calling out, making silly noises	Encouraging independence to self-manage behavior Identifying triggers and taking appropriate action Non-verbal (e.g. The Look, adult proximity, visual cue) Tactical ignoring / Praising wanted behaviour Verbal warning / Time to modify behavior / Move to 'Orange'
Disruptive Behaviour e.g. Non-compliance	Description of reality (e.g. "I can see that you are upset...") Reminder of rules / Move to 'Orange' or 'Red' Question and response Assertive / repetitive statements Moving table Working outside of the classroom to finish a task Loss of break/lunch time Removal to another class Involvement of member of Senior Leadership Team
Aggressive Behaviour	De-escalation Techniques Removal to another class / area of school Involvement of member of Senior Leadership Team Other class members moved for their safety Change of adult Move to 'Red' Phone-call home Cool down activity
Dangerous Behaviour*	Restraint by staff Removal to another class / area of school Other children moved for their safety Suspension Permanent Exclusion

If the head teacher believes it to be necessary, the child will be supervised by more than one adult and notes may be taken. This is for the safety of both the child and staff.

Sexualised Behaviour:

The school will ensure that all incidents of sexualised behaviour, sexual harassment and sexual violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable. The school's response will be: proportionate, considered, supportive and decided on a case-by-case basis. The Hackett Continuum will be used in determining how to respond and a risk assessment may need to be created.

Sanctions for sexual harassment and violence may include phone calls/meetings with parents and exclusion from school.

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 and determining whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Safeguarding and Child Protection Policy for more information on sexualised behaviour and peer-on-peer abuse.

Absconding From School Grounds:

In the event that a child absconds from school grounds, a member of staff will immediately alert other adults and follow calmly and at a distance until they can be re-engaged using a range of strategies. The other adults alerted will inform the Headteacher immediately and the child's parents will be phoned to alert them to the situation. The police will also be called if necessary.

Searching and confiscation:

The school has the right to search a pupil in some circumstances, however we would avoid a forced search wherever possible and if necessary call a parent or the police if the item warrants.

There are two sets of legal provision which enables school staff to confiscate items from a pupil:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment.
- Power to search without consent for prohibited items, including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item which has been banned by the school.

Parents are informed of items banned by the school on the child's first admission. Parents will be informed in writing of any other items which become banned throughout the child's time at school.

Exclusions:

Brooklands is an inclusive school and we believe that all children have the right to education and school is the ideal place for that. However there are times, when unfortunately, suspension or permanent exclusion is the right course of action.

DfE Exclusion Guidance states clearly that “The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.”

It will be the Headteacher’s decision to suspend or exclude. This may follow single or multiple occurrences of high-level behaviour, for example:

- Actual or threatened deliberate physical violence towards others
- Dangerous behaviour that could lead directly or indirectly to serious injury or serious damage to property
- Extremely serious disruptive behaviour impacting on the learning of others, or leading to a breakdown in school discipline

Exclusion gives us the opportunity to plan for re-integration. Discussions will be held with staff regarding appropriate strategies and adjustments. Risk Assessments and Behaviour Plans will be drawn up if we believe a child may endanger themselves, others or property, and to ensure reasonable adjustments are made for those who have Special Education Needs or Disabilities (SEND), or vulnerable pupils (as stated in the Education Inspections Act 2006).

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

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusion will usually be the final step in the disciplinary process. However, there will be exceptional circumstances when a pupil may be excluded for a first or one-off offence such as violence, sexual assault, supplying an illegal drug or carrying an offensive weapon.

The school will adhere to all requirements associated with an exclusion, including notifying parents and providing suitable work for the period of the exclusion.

Restrictive Interventions (OMAT)

Power to Use Restrictive Interventions (DfE April 2026)

The school follows the Department for Education guidance (April 2026) on the use of restrictive interventions, including reasonable force. A restrictive intervention is any action that restricts a pupil’s movement, liberty or freedom to act independently.

Principles

Restrictive interventions will only be used as a last resort, where necessary to:

- prevent injury to themselves or others
- prevent serious damage to property
- prevent serious disruption to good order and discipline

Any use must be:

- reasonable in the circumstances
- proportionate to the risk presented
- for the shortest time necessary

Restrictive interventions will never be used as punishment.

Types of Restrictive Intervention

- Physical restraint
- Seclusion
- Non-force restrictive interventions

De-escalation First

Staff will prioritise:

- de-escalation strategies
- preventative approaches
- understanding pupil needs (including SEND)

Recording and Reporting

All significant incidents will be recorded.

A significant incident is one where:

- force has been used
- a pupil has been physically restrained
- a pupil or staff member has been injured
- the intervention was required to manage risk

All incidents will be recorded on the school's recording system (Arbor) and will include:

- the reason for the intervention
- the type of intervention used
- the duration of the intervention
- the staff involved
- the pupil involved (including SEND or additional needs)
- any injuries or safeguarding concerns
- actions taken following the incident

Parental Communication

Following an incident, parents/carers will be informed:

- as soon as practicable and no later than the same day other than in exceptional circumstances

A written record will include:

- date, time, duration
- reason for intervention
- type of force/restriction
- any injuries

Seclusion

Seclusion will:

- only be used when necessary
- be proportionate
- be supervised at all times
- be used for the shortest time if possible

It will never be used as punishment.

Use of Calming Spaces

The school follows the OMAT Calming Space Aide Memoire

- If a pupil can leave freely, this is a support strategy
- If a pupil cannot leave freely, this is restrictive intervention and will be recorded and reported to parents/carers

Physical Contact

The school cannot operate a 'no contact' policy as appropriate physical contact may occur for:

- care and comfort
- first aid
- guidance
- for the purpose of demonstration skills and techniques as part of teaching activities

These are not restrictive interventions and do not restrict liberty.

Monitoring and Accountability

Senior leaders will:

- monitor incidents via Arbor
- analyse patterns and trends

This information will be reported to:

- Local Governing Committees
- Trustees (via the CEO)

to ensure:

- appropriate oversight
- identification of disproportionate use
- compliance with statutory duties

Training

School leaders will ensure that staff are appropriately trained on how and when it is appropriate to use restrictive interventions based on their role in school and the context of the pupils.

Links to other policies:

Safeguarding and Child Protection

Anti-bullying

SEND

Equality

PSHE