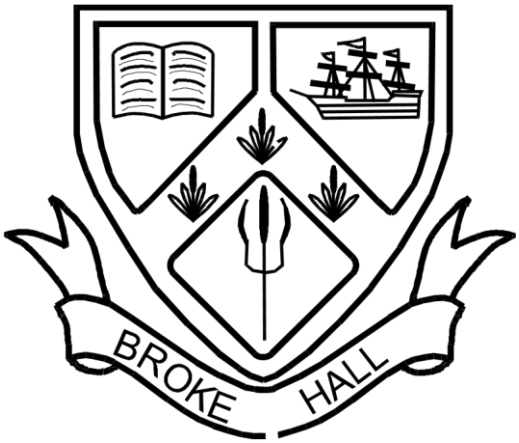
Broke Hall Community Primary School



Behaviour Policy

Document Control

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Broke Hall Primary School
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1. Relevant legislation, statutory requirements and guidance.

This policy is based on legislation, guidance and advice including, but not limited to:

- The Education (Independent School Standards) Regulations 2014 (Government, 2014)
- Behaviour in Schools: Advice for headteacher and school staff (DfE, February 2024)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, August 2024)
- Searching, Screening and Confiscation: Advice for schools (DfE, July 2022)
- Evaluating behaviour and attitudes; School inspection handbook (Ofsted, September 2024)
- Keeping children safe in education 2024 (DfE, September 2024)
- Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015)
- Equality Act 2010, Part 6: Education (Government, 2010)
- Education and Inspections Act 2006, Section 89 (Government, 2006)
- Use of reasonable force and other restrictive interventions guidance (DfE, April 2026)

2. Definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 6a.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at school can be found in Section 7.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and BROKE HALL SCHOOL's responses can be found in Section 7d.

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at Broke Hall School can be found in Section 7.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

3. Aims

Behaviour Principles
The approach to behaviour in our Trust and across our schools is rooted in our shared values of **Ambition, Inclusion, Integrity, and Community**. We recognise the importance of the links between school, pupils and families to realise excellent behaviour.

Ambition

- We are committed to a culture of high expectations for both conduct and learning behaviour, underpinned by strong leadership and a clear, shared vision.
- We believe that all children and young people can develop positive emotional wellbeing, self-regulation, and behaviour over time, and we actively support them to achieve this.
- We recognise that children develop at different academic and emotional rates, and we set ambitious yet realistic expectations that enable every learner to succeed.
- Through consistent feedback, support, and structured systems, we nurture resilience, independence, and a strong sense of personal responsibility.

Inclusion

- We recognise behaviour as a form of communication and respond with curiosity, empathy, and understanding rather than judgement.
- We acknowledge that not all behaviour is a conscious choice and may reflect underlying needs such as communication difficulties, emotional distress, or past experiences.
- We are committed to equity, ensuring that all children receive the support, adjustments, and resources they need to access learning and thrive.
- Our approach reflects a graduated response, with tailored strategies to meet individual needs, including those related to SEND, mental health, and wider vulnerabilities.

Integrity

- We promote a positive, respectful culture built on honesty, fairness, and consistency in all our practices.
- Clear boundaries and expectations are established and communicated effectively, ensuring that all members of the Trust community understand and uphold them.
- We apply behaviour policies consistently while making appropriate, reasonable adjustments when needed to meet individual needs.
- Decisions, including the use of suspension and exclusion, are made responsibly, ethically, and only when absolutely necessary, with careful consideration of each child's circumstances.

Community

- We are committed to building safe, nurturing environments where every child feels valued, supported, and connected.
- We work in partnership with families, recognising their vital role and valuing their insight in supporting children's development and wellbeing.
- We actively engage with external agencies and the wider community to provide holistic, consistent support for children and young people.
- We strive to reduce suspension and exclusion and foster belonging, ensuring that all pupils remain part of a supportive educational community wherever possible.

At Broke Hall Primary School we recognise the links between behaviour, feelings, and experiences. Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

4. Staff training and development

At Broke Hall School we recognise that every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

a. Induction

i. *Permanent staff* will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.

ii. *Peripatetic staff and external providers* routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be asked to read and accept a summary document (see Appendix 1), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

iii. *Agency / supply / ad hoc staff* will be asked to read and accept a summary document (see Appendix 1) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

A culture of learning and support

At Broke Hall School we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.
All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague

- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review

5. Roles and responsibilities

a. Trustees and Governors

The Trust Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Ensuring the review of this behaviour policy in conjunction with the Trust headteachers
- Monitoring the policy's effectiveness through conversations, feedback and data.
- Using data analysis to make sure duties under the Equality Act 2010 are met

The Governing Body is responsible for:

- Monitoring the policy's effectiveness through conversations, feedback and data.

b. Chief Executive Officer

- Ensuring that all headteachers are involved in reviewing and updating this policy and principles
- Holding the headteachers to account for its implementation.

c. Headteachers

In addition to all elements of Section 5a and 5d, the Headteacher is responsible for:

- Providing input into this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all school stakeholders (staff, pupils, parents/carers, governors/trustees, wider community) understand this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.
- Ensure that all staff fulfil their legal duty to record and report all:
    - Significant incidents involving force
    - Restraint incidents
    - Seclusion incidents

d. School leaders

In addition to all elements of Section 5a (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- Addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support stated school aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff (see Section 4a)
    - Creation and review of a behaviour curriculum
    - Ensuring staff have access to training or support to develop skills and understanding

e. All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

f. Parents and carers

Parents and carers, where possible, should:

- Collaborating with the school around the support provided for their child
- Get to know this behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with the relevant member of staff
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour
- with the school directly
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

g. Pupils

Pupils will be made aware of the following during their induction to the school:

- They will be taught about valued behaviour, and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visits, as well as in the community when they can be identified as a member of the school (see section 8)
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- Some pupils will need more teaching and support than others, in order to secure valued behaviour
- and reduce detrimental behaviour
- All adults are expected to implement this policy consistently
- How to raise concerns or ask for support.

6. Valued behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

a. Behaviour Curriculum – Intent

At Broke Hall School our core values are inclusion, resilience, curiosity, independence, knowledge & understanding.

Inclusion:

- Inclusion benefits social development and empathy.
- It fosters a sense of belonging and provides a mirror for who we are and shines a light on others whose life may be different from our own.
- It is preparation for a life in a diverse, changing and challenging world.
- It reduces bullying and exclusion in all its forms.

Resilience

- Children need to be able to navigate challenges and having resilience aids this.
- It improves mental health through better self-esteem, and a sense of achievement.
- It helps children form stronger social connections.
- Resilience is linked to enhanced academic success.

Curiosity

- Having a curious mind is associated with improved memory and critical thinking skills.
- Through being curious about the viewpoints of others, it promotes positive social and emotional development.
- Studies have shown a strong link between academic success and having a curious mind.
- Curiosity leads to a deeper engagement with the lesson.

Independence

- Independence of thought and deed is a gift that not all people are afforded – it is important that children know and value this.
- It increases self-esteem and confidence.
- It enhances problem solving skills and resilience.
- It supports the development of a growth mindset
- It encourages deeper thinking resulting in better learning and retention.

Knowledge & Understanding

- Knowledge without understanding is not useful – it is just the memorisation of facts.
- Knowledge and understanding increase motivation for future learning by establishing strong foundational knowledge.
- It improves metacognition and the making of meaningful connections.
- It helps with effective communication skills.

b. Behaviour Curriculum – Implementation

i. Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. We recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. The strategies adults deploy at school are likely to include some of the following:

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Specific verbal praise / recognition (e.g. telling the pupil what they have done and how it made you feel)
- Celebration awards: smiley faces or other 'stamps' or stickers. Award of Individual and Class 'Dojo' points, certificates, headteacher award
- Taking work to show other members of staff, including the Senior Leadership Team.

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

ii. School routines

Our expectations and behaviour beliefs are based on the work of Paul Dix and his book 'When the adults change, everything changes'. We have three rules/expectations to follow:

- **Be Ready** - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.
- **Be Respectful** - I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.
- **Be Safe** - I will be kind and look after myself and others, following appropriate instructions from adults.

These expectations are applicable to the widest variety of situations and are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

c. Behaviour Curriculum - Impacts

The school will continuously analyse and review the progress pupils make in relation to valued behaviour. The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using the school system Arbor
- Data from class teacher behaviour logs relating to the school rules
- Termly reviews of celebrations and recognitions. All staff should record rewards via class Dojo and the recommendations for weekly celebration assembly awards using the document held on Teams.
- Regular discussion in year team / key stage meetings about the progress of groups and individuals seen in observation and using professional judgement.
- Collection of pupil voice through monitoring, school council meetings, PSHE lessons, circle times etc

7. Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Broke Hall School we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by

experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration (see Section 7bi). For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.
Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

a. Responding to detrimental behaviour

i. Some detrimental behaviours may not be unusual at Broke Hall School and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
- Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
- Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
- Refocus – gain the pupil's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour – use the pupil's name then tell them simply and calmly what they are doing that is detrimental.
- Positive phrasing – gain the pupil's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. *E.g. Adam, put the pen down on the table. Thank you.*
- Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, withing the boundaries set by the adult. E.g. *Adam, shall we talk here or in the corridor?*
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. *E.g. Adam, you can listen from there.* The adult should then focus on catching the pupil getting it right.
- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable change behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to

move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

ii. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour (examples above in 7ai), dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those outlined in 7ai. In addition, adults may need to:

- Intervene – gain the pupil's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.

- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in Section 7c. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:

EYFS

- Adult will speak to the child and explain which rule is not being followed,
- Child may be asked to sit on the 'Thinking Chair' to reflect on their actions

EYFS/Years 1 & 2:

- Adult will speak to the child and explain which rule is not being followed,
- Child will be asked to sit in the class and reflect on their actions
- Child will be asked to visit the year group lead teacher to discuss their actions
- Child will be asked to visit the Phase leader to discuss their actions.

Years 3,4,5 & 6:

1. Adult will speak to the child and explain which rule is not being followed,
2. Child will be asked to work away from the group
3. Child will be asked to move to another classroom, where possible the Phase Leader (this will be recorded in order that the frequency or pattern of unwanted behaviours can be established and strategies implemented to support such as intervention activities, ABC logs etc)
4. Parents informed (chat in playground or phone call home)

5. Phase leader or other member of the SLT informed

For children who have not followed class rules either in their behaviour or attitude to learning may be given an opportunity to spend a short period time with the class teacher either reflecting on choices or finishing work that should have been completed in the lesson.

- For Reception children this will be no more than 2 mins of playtime
- For Years 1 & 2 this will be no longer than 5 mins of playtime
- For Years 3,4,5 & 6 this will be no longer than 5 mins of play or 10minutes of lunchtime

Serious incidents: Phase Leader, Assistant Headteacher, Deputy Headteacher or Headteacher will speak to the pupil and record it on Arbor. Parents may be contacted to inform them of the incident.

b. Analysing patterns of detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

i. Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.

ii. Groups of pupils - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Headteacher at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school's aims and values and duties under the Equality Act 2010.

c. Responding to dangerous behaviour

Dangerous behaviour is defined any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.
Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,

- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the Exclusions Policy).

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

i. **Bullying**. Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Broke Hall School and the school will always take action to address it. A full description of the school's response can be found in Appendix 2.

ii. **Prohibited items**. These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above. More detail about searching and confiscation can be found in Appendix 3.

iii. **Prejudice and discrimination**. All actions that intentionally (or otherwise) disadvantage or treat individuals and/or groups differently as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Broke Hall School and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using Arbor, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At Broke Hall School we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly / form time provision, modelling anti-discriminatory behaviour. More detail can be found in the Trust Equalities Policy and Objectives.

iv. **Child-on-child sexual violence and sexual harassment**. This can be defined as behaviour that is most likely to include (but may not be limited to):
    - non-consensual sexual activity

- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
- sexting
- upskirting

These behaviours are never acceptable at Broke Hall School and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Further consideration of the school's response to child-on-child abuse, in addition to those outlined in 7ci, 7cii, and 7ciii can be found in the Child Protection and Safeguarding Policy.

8. Links to other practices, policies and documents

a. 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 for more information on responding to allegations of abuse against staff or other pupils.

b. Mobile phones

We recognise that parents may wish their child to have a mobile phone and we respect this. All mobile phones are handed to class teachers at the start of the day and handed back to pupils at the end of the school day. Children are not permitted to use them at any time during the school day or whilst on the school site before or after the end of the school day.
Staff will challenge any pupil seen with a mobile phone during the school day
Staff will educate pupils about the risks associated with mobile phones

Children are not permitted to take mobile phones on residential visits or trips outside of the school day.

Exceptions may be made as a reasonable adjustment, or for medical reasons.

c. 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

d. Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by familiarising them with the behaviour policy and the wider school culture.

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 ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

e. Restrictive Intervention and reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence

- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.
Please see our Restrictive Intervention Policy for more information.

Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.
We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them [e.g. nurture room]
- The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our Restrictive Intervention Policy for more information on this legal duty.

Safeguarding

All staff must ensure they are familiar with the systems within school which relate to behaviour, including The Child Protection and Safeguarding Policy and the role of the

DSL (including the identity of the DSL and any deputies).

Suspension and Exclusion

The suspension or exclusion of a primary age child is an exceptional measure and such a decision would not be taken lightly. Any suspension or exclusion will be made on disciplinary grounds. Possible reasons for suspension and exclusion are:

1. Extreme physical harm caused to another pupil or adult.
2. Severe damage to property.
3. The inability of staff to maintain a pupil's safety.
4. Constant/persistent disruption to the education of other pupils.
5. Refusal to follow the instruction of a member of the Senior Leadership Team.

For more information, please refer to the Exclusions Policy.

Appendix 1: Behaviour principles summary

All members of staff are responsible for:

- Creating positive experiences for pupils
- Teaching and modelling valued behaviour. Supporting pupils to reduce detrimental behaviour
- Working in partnership with pupils' parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils' behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

At Broke Hall School we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.
Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)

- Building independence

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
  -Physical
  -Emotional
  -Mental
  -reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour

Behaviour Principles

The approach to behaviour in our Trust and across our schools is rooted in our shared values of **Ambition, Inclusion, Integrity, and Community**. We recognise the importance of the links between school, pupils and families to realise excellent behaviour.

Ambition

- We are committed to a culture of high expectations for both conduct and learning behaviour, underpinned by strong leadership and a clear, shared vision.
- We believe that all children and young people can develop positive emotional wellbeing, self-regulation, and behaviour over time, and we actively support them to achieve this.
- We recognise that children develop at different academic and emotional rates, and we set ambitious yet realistic expectations that enable every learner to succeed.
- Through consistent feedback, support, and structured systems, we nurture resilience, independence, and a strong sense of personal responsibility.

Inclusion

- We recognise behaviour as a form of communication and respond with curiosity, empathy, and understanding rather than judgement.
- We acknowledge that not all behaviour is a conscious choice and may reflect underlying needs such as communication difficulties, emotional distress, or past experiences.
- We are committed to equity, ensuring that all children receive the support, adjustments, and resources they need to access learning and thrive.
- Our approach reflects a graduated response, with tailored strategies to meet individual needs, including those related to SEND, mental health, and wider vulnerabilities.

Integrity

- We promote a positive, respectful culture built on honesty, fairness, and consistency in all our practices.
- Clear boundaries and expectations are established and communicated effectively, ensuring that all members of the Trust community understand and uphold them.

- We apply behaviour policies consistently while making appropriate, reasonable adjustments when needed to meet individual needs.
- Decisions, including the use of suspension and exclusion, are made responsibly, ethically, and only when absolutely necessary, with careful consideration of each child's circumstances.

Community

- We are committed to building safe, nurturing environments where every child feels valued, supported, and connected.
- We work in partnership with families, recognising their vital role and valuing their insight in supporting children's development and wellbeing.
- We actively engage with external agencies and the wider community to provide holistic, consistent support for children and young people.
- We strive to reduce suspension and exclusion and foster belonging, ensuring that all pupils remain part of a supportive educational community wherever possible.

Appendix 2: Anti-bullying

At Broke Hall Primary School we are committed to creating a caring, friendly and safe environment where everyone feels valued and respected. Bullying is not tolerated.

Preventing

We prevent bullying through:

- Teaching pupils about bullying through PSHE, assemblies and the wider curriculum.
- Explicit teaching about the difference between bullying and one-off incidents.
- Promoting inclusion, equality and respect for diversity.
- Supporting pupils to develop resilience, self-confidence and positive relationships.
- Supervising playgrounds and communal areas.
- Delivering online safety education and cyber-bullying awareness.
- Encouraging pupils to speak to trusted adults whenever concerns arise.
- Maintaining a strong school culture where everyone has the right to feel safe, special and have their needs met.

Reporting

Pupils are encouraged to report bullying by:

- Telling a trusted adult.
- Telling their class teacher.
- Speaking to a member of the leadership team.
- Telling a parent or carer.
- Discussing concerns during PSHE activities.
- Using agreed school reporting systems.

Staff receiving a report of bullying must investigate promptly and ensure appropriate action is taken.

Recording

All incidents of bullying will:

- Be investigated by the class teacher and/or senior leader.
- Be recorded on Arbor.
- Be monitored to ensure repeated incidents do not occur.
- Be communicated to relevant staff.
- Be reported to parents/carers of those involved.
- Be reviewed by senior leaders and governors where appropriate.

Prejudice-related incidents and discriminatory bullying will be recorded and monitored separately in line with equality duties.

Responding

The school will:

- Listen carefully and take concerns seriously.
- Provide reassurance and emotional support.
- Ensure pupils feel safe.
- Investigate concerns promptly and fairly.
- Keep parents informed.
- Offer ongoing support from trusted adults.
- Monitor the situation following the incident.
- Seek support from external agencies where appropriate.

We recognise that bullying can have a significant impact on wellbeing and mental health and therefore support will continue after the incident has been resolved.

Where bullying is confirmed:

- The behaviour will be challenged and addressed.
- Educational consequences will be applied.
- Restorative approaches will be used where appropriate.
- Parents will be informed.
- Support will be provided to help the pupil develop more positive behaviours.
- Behaviour plans may be implemented if required.
- External agency involvement may be sought where necessary.
- Protective consequences may be applied where there is risk of harm.
- Serious or persistent bullying may result in suspension or exclusion in line with school policy.

The focus will always be on helping pupils understand the impact of their behaviour and supporting long-term behaviour change.

Appendix 3: Searching and confiscation

i. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

ii. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards

the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

iii. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 7cii. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.

iv. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched.

v. The search must 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. Wherever possible it should be conducted away from other pupils.

vi. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

vii. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

viii. Any search by a member of staff for a prohibited item listed in section 7cii and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.

ix. Parents will always be informed of any search for a prohibited item listed in section 7cii that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.

Appendix:
Behaviour Plan:

Broke Hall Primary School
Positive Behaviour Management/Support Plan

Name:	DOB:	Date:	Version of plan:
Brief description of presenting behaviours: •		**Positive behaviour(s) we wish to see / have:** •	
Differentiated measures to promote/support positive behaviours: •			
POSITIVE behaviours you will see: •		**What you will say and do:** •	
DIFFICULT behaviours you will see: •		**What you will say and do:** •	
DANGEROUS Behaviours you will see: •		**What you will say and do:** •	
Post incident recovery and debrief measures			

Signature of school representative ..... Date.....

Signature of parent / carer ..... Date.....

Signature of young person (if appropriate)..... Date.....