

Behaviour Policy

Version	
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Notes	



Brookside Primary School

B – Be Kind, P – Promote Equality, S – Strive to Achieve

At Brookside we praise, reward and actively encourage good behaviour.

This helps to create a happy, positive, safe and effective teaching environment for the whole school community.

The policy provides an approach, which can be clearly followed by staff, pupils and parents to ensure consistency.

School staff are role models for our children, we promote our values:

B – Be kind

P – Promote equality

S – Strive to achieve

Introduction.

At Brookside we value all of our children and want them to feel safe, respected and valued. The aim of this behaviour policy is to create a culture throughout the school that focuses on children's well-being which will enhance their academic achievement. We understand that children learn best in an environment where they are happy and are able to build secure attachments with staff. We work hard to ensure that all staff understand that behaviour is a form of communication and work with children to problem solve when behavioural incidences occur. Restorative practice is at the heart of this policy as we appreciate the importance for children to feel understood, supported and accepted.

Staff Well-being

At Brookside we recognise the importance of staff well-being across the school as a whole. We understand that staff need to be well regulated and supported to enable them to positively manage and implement behavioural strategies. We encourage staff to take a moment to reflect on their regulation levels before addressing behaviour within the classroom. If a staff member notices that they are not in the correct mindset to deal with behaviours then they have 2 options which will be fully supported by the school.

Option 1 Explain to the child (but do not blame the child) that they need a moment to compose themselves and move away, complete a personal regulation strategy and return to the child when ready.

Option 2 In extreme circumstances where a staff member may feel extremely overwhelmed or they need assistance, staff can use the 'change of face' strategy where they will actively swap place to enable another staff member to take control of the situation.

Roles and responsibilities

The Local Governing Body

The local governing body is responsible for:

- Reviewing 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.

The **OAK MAT CEO** is responsible for reviewing and approving this policy and monitoring the effectiveness of its implementation - see the scheme of delegation.

The Headteacher and SLT

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the CEO and LGB.
- Giving due consideration to the school's statement of our behaviour expectations.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring the policy to ensure its implementation by staff is consistent with all groups of children.
- 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 children 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 children both sanctions and support when necessary.
- Ensuring that the data from the CPOMs behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Creating a calm, supportive and safe environment for children.
- Establishing and maintaining clear boundaries of acceptable child behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children.
- Modelling expected behaviour and positive relationships including self-care and regulation.
- Providing a personalised approach to the specific behavioural needs of particular children.
- Recording behaviour incidents promptly (on CPOMS).
- Challenging and supporting children to meet the school's expectations.
- Ensuring restorative conversations take place as needed.

Parents and carers

Parents and carers, where possible, should:

- 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, ideally in person or via class dojo.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns calmly about the management of behaviour with the school directly, whilst 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.

Children

Children 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 values, rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Our Golden Rules for Life

To show that we are respectful, we follow the golden rules. We always try our best to keep the school rules.

1. We are gentle.
2. We use kind words.
3. We listen.
4. We work hard.
5. We look after property.
6. We are honest.

Children will be encouraged to keep the rules by a system of rewards and sanctions.

Rewards

It is essential to have a very positive approach to behaviour management; to 'catch children being good'; to praise them for following a school rule (tell them which one).

We reward children who keep the school rules by:

- Smiling / giving praise.
- Dojo points.
- Stickers, stamps, dojo's comments on work.
- Encouraging praise from peers.
- Seeking approval from other staff, including the Headteacher.
- Sending notes home.
- Prompting them to take good work home.
- Having individual reward charts for targeted children as needed can be with Headteacher's involvement.
- Offering Headteacher/Deputy and Key Stage Coordinators stickers for good work / behaviour.
- Presenting certificates in assembly.
- Having 'Star of the week' - this will be awarded for positive attitudes to school, work and life.
- Teachers may also have their own reward systems, eg marble in the jar.
- Giving 'Cubbie time'.

- Lunchtime Teachers giving out pom poms for showing our values, resulting in whole class rewards.
- Sending specialist dojo reward messages home, linked to school values.
- Having a 'Star of the year'.

Flying High Class Chart.

All classrooms will have the flying high chart clearly displayed with all children starting the day on green. This is seen as a neutral space, each day starting anew with children being responsible for their behaviour.

Throughout the day, all children will be given opportunities to move to the Brookside swan where the vast majority of children will stay for the day. Children will only be moved lower if a major incident has occurred. We are aware that shame can be damaging and we try to avoid this at all cost. Other rewards can be used alongside the star, this system has been designed specifically from a Trauma Informed perspective where we focus on the positive aspects of children's behaviour. All children have a new start each day, starting on green.

Sanctions:

A clear system of consequences is in place should rules be broken. Sanctions should be accompanied by a 'rule reminder' and a 'consequence reminder' should a child continue to misbehave. All unacceptable behaviour will have been prefaced by reminders about the Golden Rules. These include:

- Verbal warning.
- Thinking time (must be within direct view of an adult at all times).
- Loss of privilege (e.g. part of play/lunchtime).
- Thinking time in another classroom.
- Going to the Key Stage Co-ordinator.
- Going to the Deputy Headteacher (possible completion of Think Sheet).
- Going to the Headteacher (possible completion of Think Sheet)

In the event of severe misbehaviour at any time (e.g. violence to other children or to staff, incidents of a racist nature, or severe verbal abuse) a child will be sent immediately to the Headteacher or Deputy Headteacher. Parents will be informed, in person or by telephone. If a Think Sheet has been filled in by the child, this will also be sent, requiring the parents' written acknowledgement of receipt and reply provided. A dojo message will also be sent to the parents to make them aware of the think sheet.

In Riverbank, all children start on a 'happy face', followed by a verbal warning if needed, placed on the sad face if behaviour does not improve, which means time out given according to their age.

Resolution/Restorative Practice

Thinking time is an essential part of rebuilding relationships between staff and children. Staff need to ensure that children recognise we are working with them to understand and guide them to be the best that they can be. This time will be used to dissect and problem solve with the child about what led to the behaviour, emotions involved and how we can do things differently next time. Staff may choose to use emotion coaching, zones of regulation, playful approach, this will be tailored to the individual child. Social stories may also be used to help children with clarity and support them not to repeat the same behaviour pattern in the future.

See Appendix 1 for support.

Persistent low-level disruption.

At Brookside we understand that the root cause of persistent low-level disruption is usually the need for movement/and or connection/acknowledgement with the adult.

If low-level disruption happens for a week from the same child, staff will use the Thinking Time prompts to work with the child to understand the root cause of this and work together to find a positive resolution. Staff will look at the use of movement breaks, finding moments for positive connections with that child.

Fiddle toys may be used; however, this needs to be bespoke to that child.

Lunchtimes

Lunchtime rules are the same as school rules. However, the consequences are slightly different:

1. Verbal warning by the lunchtime teachers.
2. Verbal warning and time-out with lunchtime teacher.
3. Child referred to The Key Stage Coordinator in the first instance, then to the Deputy Headteacher, finally the Headteacher.

Breaktimes

Breaktime rules are the same as school rules. However, the consequences are slightly different:

1. Verbal warning by the teacher on duty.
2. Verbal warning and time out with teacher on duty.
3. Class teacher informed.
4. Severe problems – Child referred to Headteacher / Deputy Headteacher.

Residential trips

All children sign a behaviour contract before taking part in a residential trip.

Contact with home:

- Classroom stage – often useful to ‘nip problems in the bud’ or highlight achievement at the end of the day in person or by telephone.
- Senior Management stage for severe / persistent problems – parents asked to come in.

In the event of **persistent unacceptable behaviour**:

1. The Headteacher will meet with the child and his/her parents.
2. There may be an individual behaviour plan created requiring parental involvement.

Think Sheet

A Think Sheet is to be used if behaviour has been persistent or extreme. It entails discussion with the child and a member of SLT, written reflection by the child and a summary comment from a senior teacher. The completed sheet will be sent home and require an acknowledgement from the parent. A dojo message will also be sent to inform parents to expect an input on the letter. Frequent Think Sheets may entail meetings with parents and other staff. (See Appendix 2)

Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes.
- Poor attitude to learning.
- Poor attitude towards members of staff.
- Non-completion of classwork or homework.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Undesirable physical behaviour, including interfering with clothes.
- Physical abuse of another child or adult, e.g., biting, kicking, punching, etc.
- Verbal abuse of another child or adult, e.g. taunting, swearing, insolence, refusal to answer, etc.
- Deliberate breakage or stealing of property.

- Racial abuse, use of racist language or any form of racism.
- Bullying.
- Endangering the safety of themselves or others.
- Absconding.
- Multiple attempts to abscond within a short space of time.
- Defiant behaviours such as refusing to reflect in the partner class.
- Vandalism.
- Theft.
- Fighting.
- Smoking.
- Discriminatory behaviour.
- Sexual violence.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments.
 - Sexual jokes or taunting.
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Possession of any prohibited items (such as knives or any type of blade/weapon, offensive material, alcohol, cigarettes, any item that is harmful or detrimental to school discipline).

Mobile phones

Our approach to pupils having their mobile phones in school is as follows:

Children are not expected to have access to their phone at any point during the school day. This includes smart watches which should be set to have limited access eg set up as 'schooltime'. We have read the DfE's [mobile phone](#) and [behaviour](#) guidance.

- Pupils in Year 5 and Year 6 are allowed to come to school with their mobile phones as many of these pupils will walk to school independently and we recognise that parents wish them to have their phone when they are walking to and from school.
- Children in Year 5 and Year 6 who are bringing their phone into school MUST hand this in at the office at the start of the school day. Children will collect their phone at the end of the day. Phones should be turned off when handed in.

- Phones must not be looked at on site at all by children in Year 5 and Year 6. If they are, phones will be handed in to their teacher to discuss this behaviour. If this happens more than once, teachers will contact parents to discuss this with them.
- If children attend before/after school clubs their phones should be kept in the office and switched off until they leave the school premises.

Suspensions and Exclusion

Suspension from school for a fixed period may occur if persistent unacceptable behaviour continues. Extreme forms of unacceptable behaviour could result in immediate suspension.

The ultimate sanction is permanent exclusion.

Suspension is an extremely serious consequence and there are very strict procedures to be followed by the Headteacher and Governors.

Please see our Suspensions Policy for further clarification around exclusions and suspensions.

Recognising the impact of SEND on behaviour

The school recognises that children' behaviour may be impacted by a special educational need or disability (SEND) and SEMD needs.

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014).
- If a child 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.

Any preventative measures will consider the specific circumstances and requirements of the child concerned and may include and be planned for as part of the Individual Behaviour Plan process:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (sensory zones or nurture rooms) where children can regulate their emotions during a moment of sensory overload.

Adapting sanctions for children with SEND

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

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

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

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs Co-ordinators (SENCO) may evaluate a child 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 child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

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.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder;
- Hurting themselves or others;
- Damaging property; and, or
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and minimum time;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment; and
- Be recorded and reported to parents/carers.

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.

- Restrictive Interventions (DfE Guidance "Restrictive interventions, including the use of reasonable force, in schools (April 2026)" and "Screening, searching and confiscation")

Also see Positive Handling Policy for further details.

Searching, Screening and Confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil. Parents will be called, and a meeting will be arranged with a member of SLT to discuss how the item came into the child's possession.

Prohibited items include:

- Mobile technological devices;
- Knives or weapons;
- Alcohol;
- Any kind of drugs or medication and paraphernalia deemed to be related to drug use;
- Stolen items;
- Tobacco, Vapes and cigarette papers;
- Matches or lighters;
- Fireworks;
- Pornographic images; or
- 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).

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. A second member of SLT will be present during the search. The DSL should be informed of the search without delay.

Teaching staff will be able to confiscate mobile technological devices, and these will be taken to the office who will contact parents to collect these at a suitable time. Children in Year 5 and Year 6 may bring in a phone (see guidance and expectations).

Any search by a member of staff for a prohibited item listed in above will be recorded on CPOMS, including whether or not an item is found.

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; or
- 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; or
- 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).

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; or
- The pupil is identifiable as a member 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.

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.

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.

Children 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; and
- 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; and, or
 - Report to the police.

Please refer to our child protection and safeguarding policy for more information.

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

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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: • 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)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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)

Our academy [anti-bullying strategy is available here.](#)

Additionally

In the event of a child needing de-escalation strategies or positive handling please refer to the Positive Handling Policy.

In the event of a bullying situation please refer to the Anti Bullying Policy.

Appendix 1 – Restorative practice.

Thinking Time resolution prompts.

During thinking time staff must be calm, nurturing and supportive of the child.

Possible questions to explore with child could be;

What happened before the incident? How were you feeling?

Where did things go wrong? How did this make you feel?

Where in your body did you feel (name emotion)?

How did you feel afterwards?

What can we do to help?

How can we support you?

What could you do differently next time?

The child may not have all, or any, of the answers and that is okay. This is where you should use your knowledge of the child and the incident to suggest how you think they have perceived things. If the child cannot formulate a solution independently then give them a choice of solutions. This is a team effort.

Appendix 2 Think Sheet

Name

Date

Class

Our Golden Rules for Life

1. We are gentle.
2. We use kind words.
3. We listen.
4. We work hard.
5. We look after property.
6. We are honest.

What happened?

Where did you go wrong?

What should you have done?

Teacher Comments

Signed

Dear Parents,

As you will see from the enclosed Think Sheet, your child's behaviour has been disappointing today. You will be able to read on the sheet exactly what happened in the teacher's comment.

I would be grateful if you would discuss the incident with your child and remind them of the standards of behaviour we all expect of them. As you know, if this pattern of behaviour continues, we will invite you in to school to discuss it with us.

Please return the reply slip below to school so that we know that this letter has reached you.

Thank you for your support,

Yours sincerely,

Miss G Brown

I confirm that I have received my child's Think Sheet and discussed it with them.

Signed

Childs Name

Class

Data will always be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.