

Brookfield Primary School

Positive Behaviour Policy

2026-2027



Introduction

At Brookfield, we believe that good behaviour in school is essential for children to feel safe and happy, and to learn effectively. Understanding how to behave appropriately, and how to treat others with respect and kindness, allows children to make healthy, lasting relationships with other people, and to be responsible citizens. However, we do not assume that all children instinctively understand how to behave appropriately. As with the teaching of any new skill, staff at Brookfield expect actively to teach positive behaviour in the same way that we would expect to teach maths or PE, for example.

This involves continuously modelling positive behaviour, praising successes and making clear where errors have been made. We also recognise that some children may have significant behavioural needs associated with SEND (Special Education Needs and Disabilities), childhood trauma or other emotional distress and that such children may require individualised behaviour plans, SEND support and/or therapeutic intervention. The purpose of this policy is to make clear how staff at Brookfield (in conjunction with parents and outside agencies) teach positive behaviour, deal with inappropriate behaviour and support children with significant behavioural needs.

Our core school values of community, curiosity, creativity, taking responsibility and rising to a challenge underpin our work in school. We use our values to teach pupils proactively about the range of behaviours that we want them to develop.

We believe that appropriate behaviours can be taught. We also believe that how we conduct ourselves as adults is a powerful factor in determining how pupils behave. At Brookfield, we aim to foster an atmosphere and environment where children feel safe, happy and motivated to learn. Where high standards of behaviour are achieved within a climate of trust and mutual respect. Within this environment, effective learning can take place.

Our Aims

- To create an environment in which a high standard of behaviour is expected.
- To ensure that ALL pupils are happy, safe and learning
- To enable coherence in response to positive and negative behaviour at whole school level
- To prioritise the most vulnerable
- To enable a clear understanding of the system for staff, children and parents
- To describe 'what we do' and be explicit about 'how we do it'.
- For children to understand their responsibilities to contribute to a safe, happy and positive learning environment
- For all staff, pupils and families at Brookfield to feel part of a community where they are valued.

Our Expectations

Through the Core Values, the teaching of our curriculum, and the implementation of our day-to-day behaviour management strategies:

We expect children at Brookfield Primary School to:

- feel safe and happy at school
- treat others with respect and kindness,
- be polite and courteous
- stand up to discrimination and prejudice
- take responsibility for their actions and behaviour
- understand the impact of their own behaviour on those around them
- be reflective and learn from their mistakes

We expect staff at Brookfield Primary School to:

- have high expectations for behaviour
- always treat children respectfully and model positive behaviour
- address inappropriate behaviour in a calm and consistent manner
- apply the system of sanctions and rewards outlined in this policy, fairly and consistently in all instances, across the whole school
- work in partnership with parents to support and improve their child's behaviour

We expect parents and carers at Brookfield Primary School to:

- adhere to the Parents Code of Conduct at all times
- work in partnership with the school to support and improve their child's behaviour
- engage with the school over matters concerning their child
- be polite and respectful when dealing with staff
- model good behaviour for children when on the school grounds
- notify staff of any behaviour or well-being concerns, about which they may not be aware
- recognise that behaviour incidents often involve different versions of events and that their own child's account may not be wholly accurate or represent a complete picture
- be patient with staff as they investigate behaviour incidents

As a school, we will:

- deliver a curriculum that teaches positive values
- be actively anti-racist
- train staff in dealing with behaviour effectively
- provide clear rules and expectations for behaviour
- be transparent and fair when dealing with inappropriate behaviour
- provide services and support for children with specific behavioural needs
- keep parents informed of behavioural incidents involving their child
- listen to, and take seriously, all allegations made by parents and seek to investigate these thoroughly and fairly
- keep records of behaviour incidents to help identify and address recurrent issues with individual children or within pupil groups
- use other systems and strategies for monitoring behaviour across the school, for example staff, pupil and parent surveys, and pupil focus groups
- use suspension or permanent exclusion only where appropriate and in accordance with statutory guidance. Permanent exclusion will only be used as a last resort.

To understand more fully how these aims and intentions are achieved, this policy should be read in conjunction with the school's other policies related to behaviour and attitudes. These include, but are not limited to:

- Anti-bullying policy
- Dealing with racist incidents policy
- Equality policy
- Exclusion policy • Online Safety Policy

Core values and expectations

Through classwork, assemblies and small group learning, we are teaching children that we are all part of a community that takes responsibility for our own behaviour and the well-being of others. We want to nurture individual accountability and cultivate a respectful, positive community. By teaching children that our school curriculum includes not just traditional learning and doing (curiosity and creativity), but also personal accountability (taking responsibility), resilience (rising to a challenge) and the ability to work with a range of different types of people (being part of a community), we teach them skills that will empower them to be inclusive members of society, an approach that will serve them well throughout their lives. This approach is embedded across all areas of school life—from the classroom to the playground—ensuring that every student recognises how their actions can impact others positively. Values posters will be present to support learning and conversations in every classroom and learning space and will be referenced in conversations about behaviour.

Alongside the Brookfield Values, we also explicitly teach the behaviours we would like to see, through our school expectations. These are aligned with the school values but break the behaviour down into small, manageable steps. This very clear and direct set of expectations provides a framework for children to follow within school and clarifies the more abstract ideas of the values into easily identifiable behaviour.

There is an induction week at the start of every term which focuses on the values and expectations, recognising and celebrating those that demonstrate the school values. Values and expectations are also displayed throughout the school and referred to continuously during the year.



School expectations

I know how to behave in the classroom

I know how to behave in the dining hall

I know how to behave in the playground

I know how to move around the school safely

I know what to do when I find something difficult in class

I know how to treat other people

If I have big feelings, I can...

Teaching Positive Behaviour

We teach a curriculum that upholds positive values and behaviours, but which also allows children safely to explore the impact of negative behaviours on other people too. By understanding what constitutes appropriate and inappropriate behaviour, and the consequences which flow from them both, children are better placed to make good decisions about their own conduct and to take fuller responsibility for their actions.

Through the delivery of PSHE, humanities, themed assemblies, and community participation projects, we teach children to be responsible citizens that treat one another with kindness and respect.

Through PSHE, children will:

- explore how their behaviour affects others
- learn to recognise and appreciate their own emotions and those of others
- learn practical strategies for regulating their own emotions
- explore trust and who to trust
- learn to resolve relationship problems
- develop effective listening skills
- learn about the impact of bullying and what action can be taken; explore the roles of bully, victim, and bystander
- learn that stereotyping can exist
- learn to distinguish between appropriate and inappropriate physical contact
- understand physical and emotional boundaries in friendships
- learn about consent
- learn to resolve conflict, through negotiation and compromise

Through our wider curriculum, children learn:

- cultural empathy
- respect for, and understanding of, other religious faiths
- the positive effects of immigration
- charity and giving
- moral decision-making
- the value of democracy
- the power of community and working collaboratively
- the importance of rules and laws
- respect for opposing viewpoints

Through themed assemblies, children:

- learn the Fundamental British Values of, Democracy, Rule of Law, Tolerance, Respect, and Individual Liberty

- hear factual and fictitious stories with strong moral messages
- are exposed to positive role models and inspirational speakers from diverse backgrounds
- receive rewards and recognition for positive behaviour

Strategies and Systems for Promoting Positive Behaviour

Fundamentally, we believe that the most effective way to manage the behaviour of young children is through positive reinforcement strategies. A consistently positive approach, highlighting what children do well, boosts their self-esteem and confidence within all areas of school life.

We provide positive reinforcement of good behaviour through the following strategies and systems:

Praise – expressing approval or gratitude for positive behaviour and effort. This may be done aloud in front of the whole class, or subtly through physical gestures like a thumbs up. Verbal feedback about positive behaviour may also be shared with parents / carers at collection time.

Star Chart – In each class, children will have a chart where they can be moved up onto the golden star in recognition of great behaviour and learning. Children will also receive a gold sticker to take home.

Positive Postcards – For children who have demonstrated consistently excellent behaviour or learning, reflecting the school values, they will receive a written postcard to take home to share with their family. These can be rewarded by any member of staff and could be for showing the values in class, at play or moving around the school.

Collective Rewards – Each class has a collective system for recognising excellent behaviour through 'marbles' being added to the class collection. This contributes to reinforcing expectations and collective responsibility for happy, safe and positive learning environments. When classes reach a target number of marbles this may result in a class party or free time.

Strategies and Systems for dealing with inappropriate behaviour

Acquiring good behaviour is a continuous learning process for young children, and sometimes things go wrong. When they do, it is important that children understand their errors, take responsibility for them, and learn from them for the future.

When dealing with inappropriate behaviour, the school will ensure proportionate sanctions are put in place, and that children are given opportunities to reflect on their behaviour with a member of staff. Where appropriate, staff will also ensure that children apologise for their misbehaviour and will help facilitate restorative discussions with those affected.

All inappropriate behaviour will be dealt with in a calm and consistent manner, and with respect to the school's behaviour charts (Appendices 2 & 3). Sanctions for unacceptable behaviour can be applied by all staff and will be appropriately set according to the charts in Appendix 2 (EYFS and Key Stage 1) and Appendix 3 (Key Stage 2).

Reminders

When a child exhibits low level behaviour which impacts their learning or the learning of their peers, they will receive a verbal reminder from a member of staff. The reminder is due to serve as an instant point of reflection for the child and a chance for a teacher to reiterate expectations. In cases where a child receives three reminders during a lesson, they will be required to miss some of their next breaktime to discuss their behaviour with the class teacher. That discussion will include an opportunity for the child to reflect on their behaviour and an achievable target for the next learning session to be set. Each learning session is a chance for a fresh start for children and any verbal reminders given earlier are re-set.

Phase Leader Conversation

If, after three reminders, a child continues to exhibit inappropriate behaviour, the class teacher may ask the Phase Leader to have a conversation with the child outside the classroom (e.g. in the Phase Leader's classroom or office). This gives an opportunity for a change of face and for the child to have a more focused conversation around classroom expectations and why the child is finding it difficult to follow them. The Phase Leader will then liaise with the class teacher around next steps. Phase Leader conversations may also take place if a child exhibits other Stage 2 behaviours, such as using rude words or being verbally unkind (see Appendix A - Behaviour and Consequences Grid, for the full behaviour chart). All Phase Leader conversations are recorded on our behaviour monitoring system and reported verbally to parents / carers, either by phone or face-to-face at the end of the day.

SLT Reflections

When a child's behaviour is deemed to be Stage 3, they will spend a portion of their lunchtime play reflecting on their behaviour with a member of the Senior Leadership Team. During this time, the child will be encouraged to identify why the behaviour was inappropriate, what its impact on others may have been, and what they should do

differently next time. SLT Reflections are recorded on our behaviour monitoring system and reported via in writing, via email, to parents / carers.

If a child has 3 or more SLT reflections in a half term, the child's parents / carers will be invited to come in for a meeting to discuss their behaviour and work out next steps. It is likely that a detailed behaviour chart (Appendix B – Behaviour Monitoring Chart) will be put in place for 2 weeks. This allows us to work together to identify patterns of behaviour and put more tailored support in place for a child. This will be recorded on a Well-being Plan (Appendix C – Well-being plan) and kept in place for a set period, which will then be reviewed.

Removal from Classrooms – Internal Provision

If a child's behaviour is deemed to be at a Stage 4, then they may be removed from their usual classroom for a defined period and supported to continue their learning elsewhere in school under appropriate supervision. This means that they will not be allowed contact with their classmates and will do their learning in isolation under the supervision of a member of staff.

Following the removal, the headteacher, or another member of the Senior Leadership Team, will undertake the same process of reflection with the child described in the paragraph above. Removal from classrooms will be recorded on our behaviour monitoring system. Families will be informed in writing of the measure and will be called into school to discuss the incident with members of our senior leadership team. These meetings will have the sole purpose of identifying how a child's behaviour can improve and exploring strategies that could be used both at home and in school to target said improvements.

Suspensions

Brookfield Primary school believes that suspensions should only be used as a last resort. The headteacher will always take account of any contributing factors that are identified after an incident has occurred and before taking the decision to suspend or permanently exclude.

However, suspensions or a permanent exclusion may be necessary in certain situations to ensure the safety and well-being of all members of the school community. Here are the key reasons why suspension or permanent exclusion might be considered:

1. **Safety and Well-being of Others** – If a child's behaviour poses a risk to the safety of their peers or staff (e.g., persistent violence, aggression, or threats), suspension or permanent exclusion may be required to protect the education of others and maintain a secure learning environment.

2. Maintaining a Positive Learning Environment – Disruptive behaviour that significantly impacts the education of other pupils, despite interventions and reasonable adjustments, may warrant suspension or permanent exclusion. This ensures that all students can learn without persistent significant disruption.

Following a suspension, the school will review the circumstances leading to the incident and consider whether additional support, reasonable adjustments, external-agency involvement or changes to provision are required.

Very occasionally, a behaviour incident may be serious enough to warrant an immediate suspension or permanent exclusion in and of itself. At the time of a suspension, the children and parents and carers will be informed verbally and in writing. The reasons for the suspension will be explained, provision for the child's education will be arranged starting the next school day, and the parents, carers and child will be invited to a reintegration meeting, where criteria will be set down between the headteacher, parent/carer and children in order that they can return to school successfully.

During the first five school days of a suspension, the school will take reasonable steps to set and mark work. Where a suspension continues beyond five school days, suitable full-time education will be arranged from the sixth school day in accordance with statutory requirements.

Permanent exclusion will only be used as a last resort and in accordance with statutory guidance. Where appropriate and in the pupil's best interests, the school may explore supportive alternatives, including a managed move, with the agreement and involvement of the pupil, parents/carers, receiving school and relevant local authority. In all instances, what is best for the child will be at the heart of the decision-making process, balanced with the duty of care to other children and members of staff. Any type of exclusion is made known to our Governors (we will inform the Chair of Governors prior to a possible exclusion) and it is recorded in the child's file, which goes on to secondary school. Before and during the process of exclusion, support and advice from Camden's Inclusion Team and / or Behaviour Support Team may be sought.

Parents/carers will be informed in writing of their rights to make representations about a suspension or permanent exclusion and, where applicable, to request a governing board meeting and/or an independent review of a permanent exclusion, in accordance with statutory guidance.

If it comes to light that a pupil has suffered bereavement, has mental health issues, has experienced significant early childhood trauma, has SEN, or has been subject to bullying then that may factor into the headteacher's decision. For further information about suspensions and permanent exclusions, please see the school's Exclusion policy.

Trauma informed Practise

There are children who struggle to regulate their emotions and behaviour in school due to their early experience of trauma and loss. For children who have experienced trauma, stressful situations or even anticipating or imagining them activates the nervous system and triggers the brain into 'survival mode' which then results in the body acting defensively – often described as going into 'fight or flight' mode.

Children may also exhibit significant insecurities in their relationships with themselves, others and the world in which they live because of what has happened to them.

These children are at risk of under-achieving, exclusion and possible mental health difficulties. At Brookfield we are committed to taking a 'trauma informed approach' to enable children to engage in education, by valuing the importance of relationships.

We stay curious about behaviour rather than being judgmental, we make the classroom a safe and predictable place to be by following routines and keeping calm. Through prioritising the development of strong and trusting relationships with key adults in school, we help children who have experienced trauma, to learn healthy responses and begin to take control over their feelings and behaviours.

Individualised provision may also come in the form wellbeing & safety plans, target setting, group work addressing specific difficulties and/or outside agency support.

Supporting Children with Additional Behavioural Needs Resulting from SEND

We recognise that a child's behaviour may be the result of a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to the child's SEND, although we recognise that not every incident of misbehaviour will be connected to these factors.

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

The legal duties include:

- Making sure that the school's policies and practices do not cause disadvantage to children with SEND (Equality Act 2010)
- Making every effort to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil has an education, health, and care (EHC) plan, then the school must cooperate with the local authority and other bodies to deliver the provision outlined in the plan.

As part of meeting these duties, the school will anticipate, as far as possible, the likely triggers of misbehaviour, and provide structured support to the individual child to mitigate these occurring. To do this, the school will:

- Work in collaboration with parents and other agencies to produce behaviour support plans and risk assessments
- Provide training for staff on understanding how to support children with Autism and ADHD (Attention Deficit Hyperactivity Disorder)
- Provide intervention programmes to help meet the child's SEND or emotional needs (Social skills, Emotional Literacy Support Assistants, Zones of Regulation, counselling)
- Allow children short movement breaks if they are unable to remain focussed
- Use breakout spaces and sensory rooms to help children regulate their emotions

Adapting Sanctions for Pupils with SEND

When considering a behaviour sanction for a pupil, the school will consider:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time because of their SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour in the way describe by the consequence sheet (Appendix 1 and 2)

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.

Safeguarding

The school also recognises that changes in behaviour may be an indicator that a pupil needs 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.

Restrictive Interventions

A restrictive intervention is an action that restricts a pupil's movement, liberty and/or freedom to act independently. Reasonable force may only be used where it is lawful, necessary and proportionate, and must never be used as a punishment.

We believe that touch can be used very effectively to reassure, calm and focus our pupils. We are also aware that this is dependent on what is 'ok' for the individual pupil, and this must be borne in mind. Staff always refer to the safeguarding policy in order to avoid any misinterpretation of physical contact and to protect themselves as professionals. We are always mindful of entering into a child's personal space (anything within arm's length), and even more so of their intimate space (within elbow's length).

If we are entering into that space, we need to have a good reason for doing so, and consider safeguarding issues for the child and professional involved. Sometimes we might hold a child who is distressed – this is the use of physical contact to direct or calm children. They may need to be prevented from disturbing an activity, hurting themselves or others, and be prevented from negatively affecting the wellbeing of others. Any restrictive interventions are recorded on our behaviour monitoring and safeguarding monitoring systems.

If a restraint (the positive application of physical force to ensure that injury is not caused to any persons, that good order and discipline is maintained and/or a criminal offence is not committed) is needed, this is ONLY because a child is being a danger to themselves or others and is always a last resort. It is NOT appropriate to physically intervene with a child in any other circumstances, and we are very aware of the possibility of escalating situations by intervening inappropriately.

Relevant staff receive training in restrictive interventions, including the safe and lawful use of reasonable force, through the school's approved training provider, currently Team Teach. All incidents of restraint are recorded, and parents/carers informed. Complaints received from pupils, parents, or staff will be dealt with under the school complaints procedure.

Legal Framework

Under Section 89 of the Education and Inspections Act 2006 the head teacher of a school must determine measures to be taken with a view to—

- (a) promoting among pupils self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,
- (c) securing that the standard of behaviour of pupils is acceptable,
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- (e) otherwise regulating the conduct of pupils.

The role of Governors

Under Section 88 of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Equal Opportunities

We believe it is the right of all children, regardless of their gender, ethnicity, physical or academic ability, skills, linguistic, cultural or home background, to have access to quality learning experiences in a safe, secure and supportive environment.

We recognise that adults may have preconceived expectations of children's behaviour and we are committed to challenging discrimination and stereotypes. We recognise that children's behaviour can be variable and can be affected by the situation. At Brookfield we feel it is important for all staff to have a whole school approach to promoting positive behaviour with clear and consistent expectations.

In certain cases a child may present challenging behaviour. For a variety of reasons they may find it difficult to follow our school code of conduct. In these cases, the child will have specific behaviour targets and strategies. There will be clear and appropriate rewards and consequences. These will have been agreed with the class teacher, SENCo, Phase Leader and or Deputy Head and parents and carers.

Parent and Carer Involvement

We are strongly committed to a positive, working relationship between home and school. At Brookfield we take inappropriate behaviour very seriously and expect parents and carers to do the same. Our expectations are discussed with new parents and carers when children start school.

Searching children or their belongings

We do not search children unless there is an immediate threat of danger. If we suspect that a child has something inappropriate in their bag or pocket we will ask the child to empty it for us with another witness present. If they do not comply we will, unless there is an immediate threat of danger, ask their parent/carer to do this at the end of the day. If this is not possible, we will only search a coat or bag in the presence of another member of staff.

Behaviour outside of school

Our standard rules and procedures apply on any educational visits, some individual pupils may have a well-being and safety plan created before a school trip. This is discussed with parents.

A child's behaviour outside of school when not under our supervision may still need to be dealt with by the school using our standard procedures if:

- Another pupil is adversely affected eg cyberbullying using a personal phone or computer
- The pupil is putting themselves or someone else at risk eg Y6 children going home alone and running into traffic
- They are unsupervised and their behaviour could adversely affect the reputation of the school.

The Head Teacher is responsible for overall monitoring of the behaviour policy. The overall effectiveness of the behaviour policy will be reviewed at least once per year and amendments made after consultation with staff. The Deputy Head Teacher is responsible for monitoring behaviour incidents on a termly basis.

Appendix A – Behaviour and Consequences Grid

Behaviour and Consequences	What a teacher might say	Follow up
Initial disruption		
Avoid acknowledging behaviour verbally, where possible. Non-verbal cue (e.g. finger on lips, taking away tapping pencil, showing appropriate visuals on lanyard). Gentle word to reset expectations.	"I'm looking for...[positive behaviour]." "I can see [child sitting near] making great choices. Well done! You're [list positive behaviours]." "Who can show me good [e.g. sitting, listening]?"	As soon as the child makes a positive choice, notice and praise. Positive praise for those nearby making good choices.
Stage 1: Low level behaviours		
Not following classroom rules or behaviours, making disruptive noises, throwing things, other low level disruption		
Child to receive a reminder – be specific and list the behaviour you would like to see. Reminders not to be tracked publicly. Ignore secondary behaviours e.g. eye rolling. After 3 reminders, see consequence below.	"I'm going to give you a reminder because you're [specify behaviour]. Please remember to [explain positive behaviour]." "That's your second reminder. Remember you need to [explain positive behaviour] because [justify]." "I know you are a [e.g. respectful] person, so show me how to can respect others by listening carefully to them when they speak."	Follow reminders with use of praise around the room. Modelling what you wish to see from others. If possible, do a check in 1:1 with pupil with reminders to think through behaviours with them. Set a target going forward and praise them when they reach expectations.
Stage 2: Mid-level behaviours		
More than 3 reminders, Using rude words, verbal unkindness, physical behaviour (up to and including pushing / shoving), play fighting		
EYFS: Time in – child to have time to regulate with an adult. Emotion coaching conversation between class teacher and child during next play time or lunch time. 1. Notice and connect. 2. Name the feeling. 3. Set the boundary. 4. Support regulation. 5. Problem-solve and move forward. After 3 reminders: child to be sent to Phase Leader for a conversation.	"That's your 3rd reminder, we will now discuss this at break time / lunch time." "As you know, [negative behaviour] is not ok because it makes people feel unsafe. We will discuss this at playtime." "I've talked to you about how it makes it difficult for others to learn when you're shouting out and given you 3 reminders. I can see you are finding this hard, so you need to spend some time with [Phase Leader] now to think about what's happened and talk to them about how to make different choices."	Remind child of expectations, use praise for previous successes of child and set reasonable target for next lesson / playtime, as appropriate. In cases of unkindness, physical behaviour, hold a restorative conversation where the child who received negative behaviour can be heard by those responsible. If appropriate suggest a task the children can carry out together. Restorative conversation between teacher and child. Phase Leader / Teacher to report behaviour to parents (either by phone or on the gate) Teacher / LSA to record on CPOMs, under 'Phase Leader conversation'
Stage 3: Higher level behaviours		
Repeated Stage 2 behaviours, Absconding from class, deliberate damage to property, stealing, persistently answering an adult back, physical behaviours beyond pushing / shoving, verbal abuse and / or threatening language.		
EYFS: Time in with SLT (recorded as 'Reflection' on CPOMs) Reflection with SLT – Teacher or LSA to call office to report a reflection. Office to notify SLT. SLT or Phase Leader conversation with parents.	"When this happens, it means those responsible have to reflect on their behaviour at lunch time." "When children are hurt then we need to take time to reflect on what happened. We will do that at lunchtime today."	SLT / Phase Leader to facilitate restorative conversation, where appropriate. Teacher / LSA to record on CPOMs, under 'Reflection' Phase Leader / SLT to report behaviour to parents
Stage 4: Behaviour of Serious Concern		
Serious verbal abuse / threatening language, repeated reflections with SLT (3+ per half term), physical behaviour resulting in injury, extensive and deliberate damage to school property, discriminatory language regarding protected characteristics.		
Consequences will be decided by SLT, in conversation with teaching staff and Phase Leaders, on a case-by-case basis, and may include: Internal removal from class for either a half day or a day. Suspension. In some cases parents / carers may be called immediately and asked to collect their child. This will be at the Headteachers' discretion.	Children who exhibit behaviours of serious concern may have some of the following processes to support them in school: - Communication book between home and school - Regular meetings between family, class teacher and SLT - Some adjustments to timetable to allow for personalised approach - Input from external agencies such as PLSS - Individual Education Plan *This is not an exhaustive list of support but potential useful strategies.	3 reflections in one half term: Teacher (with Phase Leader) to implement an ABC chart for 2 weeks to monitor behaviour patterns. Meeting with parents, teacher and SLT to run through ABC chart, support in place and next steps.

Appendix B – Behaviour Monitoring Chart

Monitoring chart for _____ [initials only]		 Listened and completed work (can include 1 reminder and then changed behaviour). Appropriate playground behaviour.			
Week beginning _____		 2 or 3 reminders, and then changed behaviour. Work mostly completed. Low level disruption in playground, then behaviour changed. Record overleaf.			
		 3 reminders and behaviour not changed. Stage 3 or 4 behaviours. Work not completed. Unsafe behaviour in classroom or playground. Record overleaf.			
Time	Monday	Tuesday	Wednesday	Thursday	Friday
Start of day transition	1	10	19	28	37
Session 1	2	11	20	29	38
Break	3	12	21	30	39
Session 2	4	13	22	31	40
Lunch	5	14	23	32	41
Session 3	6	15	24	33	42
Afternoon play	7	16	25	34	43
Session 4	8	17	26	35	44
End of day transition	9	18	27	36	45

ABC

Where you have recorded a 😊 or 😞 face, please put the session number (from monitoring chart) and information about the:

A – Antecedents: What happened before the behaviour occurred. Include the environment, time, who was present and any specific triggers. Also, any relevant information from parents / carers e.g. didn't sleep well last night, argument with sibling etc.

B – Behaviour: The actual behaviour itself. Record objectively and factually.

C – Consequence: What happened after the behaviour occurred. Include how others reacted and what the outcome was for the child.

Session number	A – Antecedents	B – Behaviour	C - Consequence

What next?

Having recorded the behaviour for 1-2 weeks, go through the chart with the SEND, Behaviour and Inclusion team, check for triggers or situations where the behaviour is most likely to occur.

- When / what time is the behaviour most likely to occur?
- During which activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour. This will help you and the SEND, Behaviour and Inclusion team develop a plan.

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour, you are now ready to develop a plan.

1. What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?

2. What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
3. How have you addressed the need that the child was trying to communicate?
4. Is there any need for a reward / incentive scheme in the short-term?
5. Have you communicated your plan to everyone who will be caring for the child?

Appendix C - Well-being Plan

Name of Child:	Year group:
ABC chart completed on [Date]	
<u>What went well</u>	<u>Triggers</u>

Targets	1.	2.	3.
Behaviour you might see			
Causes			
Strategies/Response			

Further Strategies:	
Post incident follow up:	
Rewards:	
We will involve and support X by:	
Parental Involvement:	
Important communications that need to be adhered to:	
Scripts to be adhered to - The adults are here to keep you safe’. ‘When you do x, then you can do y.’ This offers an illusion of choice. ‘I know you can make the right choice.’ ‘It’s ok to feel angry. It’s not ok to...’ ‘It’s an adult decision’.	Restorative scripts (<u>not to be used when is in crisis</u>) 1. Talk and I’ll listen– tell me what happened. 2. When you.....was that a good choice? 3. In our school it’s not ok to... Next time I’d like you to.... 4. To make things better, I would like you to.... or....., you choose