

Brougham Primary School



Brougham
Primary School

Behaviour Policy and Statement of Behaviour Principles 2026-2027

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1. Aims

In Brougham Primary School, we recognise that positive behaviour, strong relationships and good attendance are essential foundations for pupils to **feel safe, belong, flourish and achieve well**. This policy aims to ensure that leaders and staff create a **safe, calm, orderly, welcoming and inclusive environment**, underpinned by **high expectations, mutual respect and positive relationships**.

Through a clear and consistent approach, alongside an understanding of individual need, we promote positive behaviour, attitudes to learning, attendance and punctuality, enabling all pupils to participate successfully in school life and develop increasing independence and self-discipline.

At Brougham Primary School, we aim to:

- **Establish positive, respectful and trusting relationships** with pupils and families, ensuring that staff know pupils well and understand the individual and contextual factors that may influence their behaviour, attendance and attitudes to learning.
- **Maintain consistently high expectations for behaviour and conduct**, supported by clear routines and expectations that are understood and consistently applied across all aspects of school life.
- **Explicitly teach positive learning behaviours, routines and expectations**, ensuring pupils understand what constitutes acceptable and unacceptable behaviour and the impact their behaviour can have on themselves and others.
- **Provide a safe, calm, orderly, welcoming and inclusive environment** in which pupils feel secure, valued and that they belong, enabling them to engage purposefully with learning and flourish.
- **Develop pupils' self-regulation, resilience and independence**, teaching them to recognise and manage their emotions, resolve disagreements appropriately, persevere when learning is challenging and increasingly take responsibility for their own behaviour.
- **Promote kindness, empathy, mutual respect and positive relationships**, ensuring that bullying, discrimination, harassment, violence and derogatory behaviour are not tolerated and that pupils know how to seek help and report concerns.
- **Combine high expectations with an understanding of individual need**, identifying barriers to positive behaviour and making timely, appropriate reasonable adjustments and providing targeted support where required, without lowering expectations.
- **Develop pupils as positive, responsible and increasingly independent members of the school community**, providing opportunities for them to contribute to school life, model positive behaviour and develop the values and personal qualities required to become responsible citizens.
- **Promote good attendance and punctuality as an integral part of positive behaviour and attitudes**, working in partnership with pupils and families to identify and address barriers and strengthen pupils' connection, belonging and engagement with school.

2. Legislation, statutory requirements and guidance

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

[Behaviour in schools: advice for headteachers and school staff](#)

➤ [Searching, screening and confiscation: advice for schools](#)

➤ [The Equality Act 2010](#)

➤ [Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Restrictive interventions, including the use of reasonable force, in schools](#)

➤ [Supporting pupils with medical conditions at school](#)

➤ [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

➤ [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

3. School Behaviour Definitions and School Rules

At Brougham Primary School, our behaviour expectations are underpinned by three simple whole-school rules:

Ready – Respectful – Safe

These rules apply to all aspects of school life and provide a clear and consistent framework through which pupils are taught the behaviours, attitudes and routines that enable everyone to learn, feel safe and belong.

Staff explicitly teach, model and reinforce these expectations, recognising that some pupils may require additional teaching, reasonable adjustments or targeted support to meet them successfully. High expectations remain consistent for all pupils, while responses take account of individual need, context and circumstances.

Ready

Being **Ready** means being prepared to learn, following established routines and engaging positively with school life.

Examples of behaviour that does not meet this expectation may include:

- Not following reasonable instructions or established classroom routines.
- Being persistently off task.
- Distracting others from their learning.
- Avoiding or refusing to engage with learning without an identified barrier or need.
- Not having appropriate equipment or resources where these are expected to be brought from home.
- Deliberately disrupting transitions or delaying learning.
- Poor punctuality.

Where difficulties with readiness to learn are linked to SEND, SEMH, safeguarding, wellbeing or other identified barriers, staff will seek to understand and address these through appropriate support and reasonable adjustments.

Respectful

Being **Respectful** means treating others with kindness, consideration and dignity, listening appropriately and respecting other people, their belongings and the school environment.

Examples of behaviour that does not meet this expectation may include:

- Deliberately talking or shouting over others.
- Speaking or responding disrespectfully to pupils or adults.
- Being deliberately unkind to another pupil.
- Snatching or deliberately refusing to share communal resources.
- Laughing at, mocking or humiliating others.
- Deliberately excluding another pupil.
- Dishonesty.
- Damaging or interfering with another person's belongings.
- Using inappropriate, offensive or derogatory language.
- Racist, sexist, homophobic, transphobic or other prejudice-based or discriminatory behaviour.
- Bullying, including prejudice-based, online or discriminatory bullying.

The school does not tolerate bullying, discrimination, harassment, victimisation or derogatory behaviour. Incidents are addressed promptly and appropriately in accordance with this policy and relevant safeguarding and equality procedures.

Safe

Being **Safe** means behaving in ways that protect the physical and emotional safety of ourselves and others and following reasonable instructions intended to keep everyone safe.

Examples of unsafe behaviour may include:

- Swinging on chairs or using equipment inappropriately.
- Leaving a classroom or designated area without permission where this creates a safety concern.
- Walking away from an adult when directed to stop for reasons of safety.
- Refusing a reasonable instruction where this creates or increases a risk to safety.
- Throwing objects or furniture.
- Deliberately damaging property.
- Fighting or deliberately physically hurting another person.
- Physically threatening or intimidating another person.
- Harmful physical behaviour towards pupils or staff.
- Leaving the school site without permission.
- Bringing prohibited items onto the school premises.

The seriousness of unsafe behaviour will be considered according to the **level of risk, harm, intent, frequency and individual circumstances**, rather than relying solely on a fixed list of behaviours.

Misbehaviour

Misbehaviour is behaviour that does not meet the school's expectations of being **Ready, Respectful and Safe**.

This may include:

- Disruption to learning.
- Failure to follow established routines or reasonable instructions.
- Behaviour that prevents others from learning.
- Disrespectful or unkind behaviour.
- Inappropriate behaviour during lessons, transitions, breaktimes or lunchtimes.
- Deliberate misuse of school resources or property.
- Repeated breaches of the school's Ready, Respectful and Safe expectations.

Staff will respond consistently and proportionately, considering the behaviour itself alongside its context, frequency, impact and any identified additional needs or reasonable adjustments.

Serious Misbehaviour

Serious misbehaviour includes behaviour that causes, or has the potential to cause, **significant harm, serious disruption or a substantial breach of the school's behavioural expectations**.

This may include:

- Repeated or persistent serious breaches of the school's behaviour expectations.
- Bullying, including cyberbullying and prejudice-based bullying.
- Physical violence or fighting.
- Serious threatening, intimidating or aggressive behaviour.
- Deliberate significant damage to property or vandalism.
- Theft.
- Serious racist, sexist, homophobic, transphobic or other discriminatory or derogatory behaviour.
- Sexual harassment or other harmful sexual behaviour.
- Child-on-child abuse.
- Leaving the school site without permission.
- Possession, use or supply of prohibited items.
- Behaviour that places the pupil or others at significant risk of harm.

Any behaviour that raises a **safeguarding concern** will be managed in accordance with the school's Child Protection and Safeguarding Policy and relevant statutory guidance, alongside any appropriate response under the Behaviour Policy.

Prohibited Items

Prohibited items include those identified within legislation and the school's own rules. These include:

- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause injury to a person or damage property.
- Any additional item prohibited under the school's rules where its possession or use presents a risk to safety, behaviour or the orderly running of the school. Searching, screening and confiscation will be undertaken in accordance with statutory guidance and the school's agreed procedures.

Attendance and Punctuality

Regular attendance and punctuality are important elements of being Ready for school, and pupils are encouraged and supported to develop positive attitudes towards attendance.

However, absence and poor punctuality are **not automatically treated as pupil misbehaviour**. Leaders recognise that attendance can be influenced by health, SEND, safeguarding, family circumstances and parental decisions, particularly for younger pupils.

Concerns about attendance and punctuality are therefore addressed through the school's attendance procedures, combining **high expectations, early identification, supportive challenge and appropriate individualised support** for pupils and families.

4. Bullying

At Brougham Primary School, we are committed to creating a **safe, respectful and inclusive environment** in which all pupils feel secure, valued and that they belong. Bullying, discrimination, harassment, intimidation, violence and derogatory behaviour are not tolerated.

Pupils are taught to recognise unacceptable behaviour, understand how it can affect others and know **how and where to report concerns**. Staff take all reports seriously, listen carefully and respond promptly and appropriately. Pupils affected by bullying are supported so that they feel safe and confident in school.

Definition of Bullying

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

Bullying is therefore behaviour that is:

- **deliberately hurtful**;
- **repeated**, often over a period of time; and
- involves an **imbalance of power**, which can make it difficult for the person experiencing the bullying to defend themselves.

Bullying can occur **face-to-face or online** and may take a range of forms, including:

- **Emotional** – deliberately excluding, isolating, humiliating, intimidating or tormenting another person.
- **Physical** – hitting, kicking, pushing, deliberately damaging or taking belongings, or other forms of physical aggression.
- **Verbal** – repeated name-calling, teasing, threatening, mocking, spreading rumours or deliberately hurtful comments.
- **Prejudice-based and discriminatory** – behaviour motivated by prejudice relating to actual or perceived differences, including race, religion or belief, sex, sexual orientation, gender reassignment, disability, SEND, care experience, caring responsibilities or other characteristics or differences.
- **Sexual harassment or harmful sexual behaviour** – unwanted sexual comments, gestures, behaviour or attention. Any concerns relating to sexual harassment, sexual violence or harmful sexual behaviour will also be managed in accordance with the school's safeguarding procedures.

- **Online/cyberbullying** – bullying through digital technology, including social media, messaging, gaming platforms or the sharing or creation of digital content.

A **single incident of unkindness, conflict or unacceptable behaviour is not necessarily bullying** where the elements of repetition and imbalance of power are not present. However, this does not mean that such behaviour is acceptable. All incidents of unkind, discriminatory, threatening, harmful or inappropriate behaviour will be addressed in accordance with this Behaviour Policy and, where appropriate, the school's safeguarding procedures.

Preventing Bullying

Preventing bullying is part of the school's wider approach to developing a culture of **kindness, empathy, respect and belonging**.

The school proactively develops pupils' understanding of positive and healthy relationships through:

- the PSHE and RSHE curriculum;
- teaching about respectful relationships and behaviour online;
- assemblies and class discussions;
- Anti-Bullying Week and other age-appropriate activities;
- online safety education, including appropriate ProjectEVOLVE resources;
- explicit teaching about protected characteristics, prejudice and discrimination;
- opportunities for pupil voice and pupil leadership; and
- consistent modelling and reinforcement of the school's **Ready, Respectful and Safe** expectations.

Staff receive appropriate training and guidance to recognise different forms of bullying, including prejudice-based and online bullying, and to respond consistently and effectively.

Reporting Concerns

Pupils are encouraged to report bullying or behaviour that makes them or someone else feel unsafe or uncomfortable to **any trusted adult in school**.

Parents and carers should report concerns to the child's class teacher or a member of the senior leadership team. Staff who become aware of possible bullying must ensure that the concern is reported and appropriately recorded in accordance with school procedures.

Pupils and families are reassured that concerns will be **listened to, taken seriously and acted upon**.

Responding to and Investigating Bullying

When bullying is reported or suspected, staff will establish the facts carefully and build an accurate picture of what has happened. This may include:

- speaking separately with the pupil who has reported or experienced the behaviour;
- speaking with the pupil or pupils alleged to have displayed the behaviour;
- speaking with witnesses where appropriate;
- reviewing relevant records or online information where available and appropriate;
- considering whether there have been previous incidents or patterns of behaviour; and
- involving parents and carers as appropriate.

Leaders will consider the **nature, frequency, context, impact and seriousness** of the behaviour and whether there is evidence of repetition and an imbalance of power.

Where bullying is identified, leaders will act **swiftly, firmly and proportionately**. Appropriate action may include consequences in accordance with this Behaviour Policy, restorative work where appropriate, targeted intervention, increased supervision, work with families and/or involvement of external agencies.

Restorative approaches will only be used where they are **appropriate and safe** and will not require a pupil who has experienced bullying to meet with, confront or accept an apology from another pupil.

Where an incident raises a safeguarding concern, the school's **Child Protection and Safeguarding Policy** will be followed.

Supporting Pupils

The school recognises the importance of supporting both pupils who experience bullying and pupils whose behaviour towards others needs to change.

Support for a pupil who has experienced bullying will be tailored to their needs and may include:

- a trusted adult or identified point of contact;
- regular check-ins;
- additional supervision or adjustments where appropriate;
- support to rebuild confidence and relationships;
- pastoral or emotional wellbeing support; and
- liaison with parents, carers and external professionals where required.

Pupils who have displayed bullying behaviour will be supported to understand the **impact and consequences of their actions**, develop more appropriate behaviour and relationships and prevent recurrence, alongside appropriate consequences.

Recording, Monitoring and Evaluating

All confirmed incidents of bullying are **recorded and monitored**.

Leaders analyse incidents over time to identify:

- repeated behaviour or emerging patterns;
- pupils or groups requiring additional support;
- locations or times where concerns occur more frequently;
- prejudice-based or discriminatory trends; and
- whether actions and interventions have successfully prevented recurrence.

Following an incident, leaders will continue to monitor the pupils involved to ensure that the bullying has stopped and that the affected pupil **feels safe and confident in school**. Where concerns continue, support, intervention and consequences will be reviewed and strengthened.

Bullying Outside School and Online

The school will respond appropriately to bullying that takes place **outside the school premises or online** where it affects pupils' wellbeing, safety, relationships or education within school.

Where appropriate, the school will work with parents, carers, other schools, external agencies and/or the police. Online incidents will also be considered in accordance with the school's Online Safety and Safeguarding policies.

Working with Parents and Carers

Parents and carers are important partners in preventing and responding to bullying. We ask parents and carers to:

- talk regularly with their child about their experiences, friendships and online activity;
- report concerns to school as early as possible;
- share relevant information that may help the school establish what has happened;
- avoid approaching or confronting another child directly;
- avoid encouraging their child to retaliate physically or online; and
- work constructively with the school while concerns are investigated and addressed.

The school will maintain appropriate communication with families and work collaboratively to ensure concerns are resolved and pupils feel **safe, respected and able to participate fully in school life**.

5. Roles and Responsibilities

The Local Governing Board (LGB)

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

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

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

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
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

Pupils

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

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

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

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

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

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

6. Behaviour & Personal Development Curriculum

At Brougham Primary School, positive behaviour is **taught, modelled, practised and reinforced from the Early Years onwards** as an integral part of the school's curriculum, Personal Development provision and wider culture. We recognise that successful behaviour develops through secure and positive relationships, clear expectations, consistent routines, explicit teaching and opportunities to practise, rather than through responding to misbehaviour alone.

Our behaviour curriculum is underpinned by three simple whole-school rules:

Ready – Respectful – Safe

These provide a clear and consistent framework from **Early Years to Year 6**, while expectations develop appropriately according to pupils' age, stage of development and individual needs.

The behaviour curriculum also contributes directly to the school's wider Personal Development Framework by progressively developing pupils:

Belonging – Confidence – Aspiration – Resilience – Safety Knowledge

Staff explicitly teach, model and reinforce what **Ready, Respectful and Safe** look like in different contexts, including lessons, play and social times, transitions, assemblies, enrichment activities, educational visits and when representing the school.

Expectations and routines are introduced, taught and revisited throughout the year. Where necessary, expected behaviours are retaught, modelled and practised so that pupils understand not only **what is expected, but why these behaviours are important** for their learning, relationships, safety and wellbeing and that of others.

Starting in the Early Years

The foundations of positive behaviour and personal development are established in the **Early Years Foundation Stage (EYFS)**.

Young children develop successful behaviour through **warm and secure relationships, predictable routines, adult modelling, co-regulation, purposeful play and explicit teaching**. Adults help children understand expectations, recognise and communicate their emotions, develop positive relationships and begin to manage their behaviour.

Ready, Respectful and Safe are introduced in developmentally appropriate ways:

- **Ready** – children become familiar with routines, engage with activities, listen and respond, make choices, sustain attention and develop increasing independence.

- **Respectful** – children develop positive relationships, learn to share and take turns, listen to others, show kindness and begin to recognise the feelings and needs of others.
- **Safe** – children learn appropriate boundaries and routines, begin to manage age-appropriate risks, communicate when they need help and develop increasing awareness of how their behaviour can affect themselves and others.

Adults recognise that young children initially rely upon **co-regulation**. Through sensitive adult support, modelling and repeated opportunities to practise, children progressively develop the language, strategies and confidence needed to regulate their emotions and behaviour with increasing independence.

This supports children's **Personal, Social and Emotional Development (PSED)** and establishes the foundations for successful behaviour, relationships and attitudes to learning as they progress through school.

Expected Behaviours

Be Ready

Being **Ready** develops pupils' independence, confidence, resilience and aspiration by establishing the habits and attitudes required to engage successfully with learning.

Pupils are taught and expected, increasingly independently, to:

- arrive at school and lessons ready to participate and learn;
- follow established classroom and whole-school routines;
- listen carefully and respond appropriately;
- engage positively with learning and try their best;
- demonstrate perseverance and resilience when learning is challenging;
- respond positively to feedback and recognise that mistakes are part of learning;
- move promptly and purposefully between activities;
- take increasing responsibility for their learning, behaviour and belongings; and
- develop positive attitudes towards attendance and punctuality.

Be Respectful

Being **Respectful** develops pupils' sense of belonging, character and understanding of positive relationships, enabling them to live and work successfully alongside others.

Pupils are taught and expected to:

- treat pupils, staff, visitors and members of the wider community with kindness, dignity and respect;
- listen when others are speaking and allow others to contribute;
- use polite and appropriate language;
- respect different opinions, backgrounds, characteristics, beliefs and experiences;
- demonstrate kindness, empathy and consideration;
- respect other people's personal space and belongings;
- take care of the school environment, equipment and resources;
- include others and contribute positively to the school community;
- understand that bullying, discrimination, harassment and derogatory behaviour are unacceptable; and

- behave responsibly when representing the school, including outside school and online where behaviour may affect members of the school community.

Be Safe

Being **Safe** develops pupils' Safety Knowledge, self-regulation and confidence to recognise risk, make appropriate choices and seek help when necessary.

Pupils are taught and expected to:

- behave in a calm and increasingly self-controlled manner;
- move safely and appropriately around school;
- follow reasonable instructions, particularly those intended to keep themselves and others safe;
- use equipment and resources safely;
- respect appropriate physical and personal boundaries;
- recognise their emotions and increasingly use taught strategies to regulate them;
- resolve disagreements and conflict appropriately, seeking adult support when needed;
- recognise situations or behaviours that may be unsafe;
- tell a trusted adult if they feel unsafe or are concerned about another person; and
- understand how their choices and behaviour can affect the physical and emotional safety of themselves and others.

Habits and Routines

Consistent routines help create the **calm, orderly and purposeful environment** expected throughout the school. Routines are explicitly taught and are appropriate to pupils' age and stage of development.

These include routines for:

- arriving at and leaving school;
- entering learning spaces and preparing to learn;
- listening, responding and contributing appropriately;
- accessing and returning resources;
- moving between activities and lessons;
- transitioning safely and calmly around school;
- assemblies and collective worship;
- breaktimes and lunchtimes;
- using shared spaces and facilities;
- responding appropriately to adult instructions and agreed signals;
- seeking help appropriately; and
- managing difficulties, disagreements and conflict.

In Early Years, routines are established through repetition, adult modelling, co-regulation and appropriate visual and verbal prompts. As pupils progress through school, reliance upon adult direction progressively reduces and expectations for **self-regulation, independence and self-discipline increase**.

The aim is not simply for pupils to comply with routines, but for them increasingly to **understand their purpose and take responsibility for managing themselves successfully**.

Self-Regulation, Resilience and Increasing Independence

Developing **self-regulation** is a central thread of the behaviour curriculum from Early Years to Year 6.

Children initially learn to regulate their emotions and behaviour through supportive relationships and **co-regulation with trusted adults**. Adults model the language, strategies and responses that help children understand how they are feeling and what they can do.

As pupils progress through school, they are increasingly expected to:

- recognise and communicate their emotions;
- understand how emotions can influence behaviour;
- use appropriate strategies to regulate themselves;
- communicate their needs appropriately;
- manage frustration and disappointment;
- persevere when something is difficult;
- respond constructively to challenge and setbacks;
- resolve disagreements and repair relationships;
- consider the impact of their actions on others;
- seek help appropriately; and
- take increasing responsibility for their choices and actions.

The level of adult support therefore changes progressively from **co-regulation and adult modelling towards increasing self-regulation, independence and self-discipline**.

The behaviour curriculum is deliberately interconnected with the school's **Personal Development Framework**. Ready, Respectful and Safe provide everyday opportunities for pupils to progressively develop:

- **Belonging** – building positive relationships, feeling valued and included and developing a strong connection with their class, school and wider community.
- **Confidence** – communicating needs and ideas, making choices, participating, developing independence and increasingly contributing to and leading aspects of school life.
- **Aspiration** – developing curiosity and positive attitudes towards learning, taking pride in achievement and understanding the importance of effort, perseverance and ambition.
- **Resilience** – recognising and regulating emotions, managing difficulties, responding constructively to setbacks and persevering when learning or relationships are challenging.
- **Safety Knowledge** – recognising risk, understanding appropriate boundaries, making increasingly informed and responsible choices and knowing when, where and how to seek help.

As pupils progress through school, opportunities become increasingly ambitious. Older pupils are expected to model the school's values and behaviour expectations, support younger pupils and contribute positively through School Council, subject ambassador responsibilities and wider leadership and enrichment opportunities.

In this way, pupils progress from **participation and supported decision-making towards increasing independence, contribution, representation and leadership**, preparing them for their next stage of education and later life.

Recognition and Reinforcement

Staff actively recognise and reinforce successful behaviour, positive attitudes, effort and improvement. Praise and recognition help pupils understand **which behaviours are successful and why**, strengthening intrinsic motivation alongside appropriate school rewards and celebrations.

Adults consistently model the behaviour expected of pupils through calm, respectful interactions and positive relationships.

Where a pupil does not meet an expectation, staff respond consistently and proportionately. Wherever appropriate, the expected behaviour is **retaught, modelled and practised**, alongside any appropriate consequence, enabling pupils to learn from their experiences and make more successful choices in the future.

Inclusion and Reasonable Adjustments

The school maintains **high expectations for all pupils** while recognising that children's ability to regulate their emotions and behaviour develops at different rates and may be influenced by SEND, SEMH, communication and interaction needs, safeguarding concerns, significant life events or other individual circumstances.

Staff seek to understand barriers and provide appropriate support. This is particularly important within Early Years, where behaviour is considered within the context of children's developmental stage and their emerging communication, social and emotional skills.

Where appropriate and reasonable, adjustments may be made to:

- routines and transitions;
- the learning environment;
- methods of communication;
- sensory demands;
- levels of adult prompting or support; and
- strategies used to support regulation.

Targeted intervention may also be provided to develop specific self-regulation, communication, social or behavioural skills.

Reasonable adjustments do not mean lowering expectations. They enable pupils to understand, access and increasingly meet the school's expectations, supporting successful participation in school life while maintaining a safe, calm and orderly environment for everyone.

Progression from Early Years to Year 6

The behaviour curriculum establishes a clear developmental journey:

Early Years:

Secure relationships → belonging → co-regulation → learning routines → beginning to understand
Ready, Respectful and Safe

Key Stage 1:

Applying established routines → developing emotional regulation → positive relationships → resilience
→ increasing independence

Lower Key Stage 2:

Increasing self-regulation → responsibility → perseverance → greater independence → understanding the impact of behaviour on others

Upper Key Stage 2:

Self-discipline → independent regulation → responsible decision-making → leadership → positive role-modelling and contribution to the wider school community

Through this progression, **Ready, Respectful and Safe become more than school rules**. They provide a consistent framework through which pupils progressively develop the **Belonging, Confidence, Aspiration, Resilience and Safety Knowledge** identified within the school's Personal Development Framework.

By Year 6, the school aims for pupils increasingly to demonstrate these behaviours and qualities **independently**, enabling them to build positive relationships, manage themselves successfully, make safe and responsible choices, contribute positively to their community and be well prepared for the next stage of their education and later life.

7. Mobile Phones

Brougham Primary School is a **mobile phone-free environment**. Pupils should not bring mobile phones to school unless this has been agreed due to independent travel, medical needs, SEND or other exceptional circumstances. Where permitted, phones must remain **switched off and securely stored throughout the school day**.

Parents/carers who need to contact their child during the school day should do so through the school office.

Any unauthorised use will be managed in line with the Behaviour Policy and may result in the phone being confiscated and collected by a parent/carer. More serious misuse will be addressed through the school's safeguarding and behaviour procedures.

The school recognises that some pupils may need a phone when travelling independently to and from school. Reasonable adjustments may also be made for medical, SEND or exceptional personal needs.

For residential visits, educational visits and activities outside normal school hours, the school will determine whether phones are permitted and communicate arrangements for their use and storage to parents/carers in advance.

Full expectations and procedures are set out in the school's **Mobile Phone Policy**.

8. Classroom Management & Positive Adult Interaction

Teaching and support staff are responsible for creating a **calm, safe, positive and purposeful learning environment** in which pupils understand what is expected of them and are supported to be **Ready, Respectful and Safe**.

Classroom management is rooted in **positive relationships, high expectations, consistent routines and the explicit teaching of successful behaviour**. Staff recognise that their own behaviour, language and demeanour shape classroom culture and will model the calm, respectful and positive behaviours expected from pupils.

Positive Adult Interaction: Adults are expected to be **consistent role models for the culture and behaviour we want pupils to develop**. Staff interactions should communicate warmth, respect, optimism and high expectations, recognising that positive relationships and emotionally regulated adults are fundamental to successful behaviour.

Staff will:

- maintain a **warm, calm, positive and approachable demeanour**, including when behaviour is challenging, remaining emotionally regulated and avoiding unnecessary confrontation or raised voices;
- build **positive, respectful relationships** so that pupils feel known, valued and that they belong;
- explicitly teach, model, practise and consistently reinforce **Ready, Respectful and Safe**;
- establish **clear, predictable routines and expectations** that create an inclusive, purposeful environment and minimise barriers to learning;
- use **positive and encouraging language**, focusing on what pupils should do rather than repeatedly highlighting what they should not do;
- actively notice and reinforce successful behaviour, using **specific positive praise** to recognise effort, resilience, kindness, improvement and positive choices;
- use **Praise in Public (PIP)** and, wherever appropriate, **Reprimand in Private (RIP)**;
- intervene early, calmly and consistently, **redirecting pupils towards the behaviour expected**;
- apply rewards and consequences **fairly, calmly, consistently and proportionately**; and
- recognise individual needs and make **reasonable adjustments** where appropriate, while maintaining high expectations for all pupils.

Where correction is required, adults will be **calm, brief, respectful and solution-focused**. Once an incident has been addressed, staff will actively recognise the pupil's return to successful behaviour.

This does not mean avoiding challenge or lowering expectations. Inappropriate behaviour will be addressed **clearly and consistently**, but in a way that preserves relationships and helps pupils understand what they can do differently next time. Staff will focus on **teaching and reinforcing the behaviour they want to see**, rather than allowing interactions to become dominated by criticism or negativity.

Supporting Positive Learning Behaviours

Classroom management contributes directly to the school's wider **Behaviour Curriculum and Personal Development Framework**. Through everyday practice, staff support pupils to develop **Belonging, Confidence, Aspiration, Resilience and Safety Knowledge**.

Pupils are progressively supported to:

- engage positively and purposefully with learning;
- listen, contribute and collaborate successfully;
- sustain attention and increasingly manage distractions;
- persevere when learning is challenging;
- respond constructively to feedback and mistakes;
- communicate their needs appropriately;
- recognise and regulate their emotions;
- manage disagreements and relationships appropriately; and
- take increasing responsibility for their learning, choices and behaviour.

As pupils progress through school, adult prompting and support reduce appropriately, enabling pupils to demonstrate increasing **self-regulation, independence and self-discipline**.

Classroom Management in Early Years

In the **Early Years**, classroom management reflects children's age and stage of development and the principles of **Personal, Social and Emotional Development (PSED)**.

Positive behaviour is developed through **secure relationships, predictable routines, enabling environments, adult modelling and co-regulation**. Practitioners introduce **Ready, Respectful and Safe** in developmentally appropriate ways and support children to recognise emotions, communicate their needs, develop friendships, share and cooperate, manage frustration and begin to resolve difficulties.

Adults provide the co-regulation young children need, modelling the language and strategies that help them manage their feelings and behaviour. Through repeated opportunities to practise, children develop increasing confidence and independence, progressing from **co-regulation towards self-regulation**.

Inclusion and Individual Need

The school maintains **high expectations for all pupils** while recognising that some pupils may require additional teaching, support or reasonable adjustments to meet behavioural expectations successfully.

Where behaviour may be influenced by SEND, SEMH, communication needs, safeguarding concerns, significant life events or other identified barriers, staff will seek to understand the underlying need and adapt their approach appropriately.

This may include adjustments to routines, communication, the environment, sensory demands or levels of adult support. **Reasonable adjustments do not mean lowering expectations**; they enable pupils to access the behaviour curriculum and develop the skills needed to meet expectations with increasing independence.

Through this consistent, positive and developmental approach, pupils are supported to become **Ready, Respectful and Safe learners who demonstrate increasing confidence, resilience, self-regulation, independence and responsibility from Early Years to Year 6**.

9. Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection

- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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.

10. Responding to Good Behaviour

At Brougham Primary School, staff actively **notice, recognise and reinforce the behaviours they want to see**. When pupils meet or exceed the school's expectations of being **Ready, Respectful and Safe**, staff use positive recognition to reinforce successful behaviour and strengthen the school's positive culture.

Recognition focuses not only on outcomes, but also on the **behaviours, attitudes and personal qualities** pupils demonstrate, including effort, kindness, resilience, self-regulation, independence, responsibility and improvement. This supports the school's wider Personal Development aims of developing pupils' **Belonging, Confidence, Aspiration, Resilience and Safety Knowledge**.

Praise should be **specific and meaningful**, helping pupils understand what they have done successfully and why it matters. Staff use **Praise in Public (PIP)** wherever appropriate, while recognising that rewards and recognition may need to be adapted to individual pupils.

Positive behaviour may be recognised and rewarded through:

- **positive, specific verbal praise**, acknowledgement or gestures;
- **STARS Awards**;
- **Star of the Week**, including the weekly medal and special Friday dessert;
- stickers and **MarvellousMe badges**;
- positive communication with parents/carers, including a phone call or '**Quick Note**' home;
- personal recognition from the **Headteacher or Deputy Headteacher**;
- **Cosmic Choices**;
- celebration and recognition through assemblies and other whole-school opportunities; and
- appropriate opportunities for **responsibility, contribution and pupil leadership**.

Rewards and recognition will be applied **fairly and consistently**, while taking account of pupils' individual needs. Staff will actively seek opportunities to recognise **effort, progress and improved choices**, ensuring that all pupils can experience success.

The school's approach aims to develop pupils' understanding of **why positive behaviour matters**, progressively strengthening intrinsic motivation so that, as pupils mature, they increasingly make positive choices because they understand their impact on their own learning, relationships and the wider school community.

11. Responding to Misbehaviour

When a pupil's behaviour falls below the school's expectations of being **Ready, Respectful and Safe**, staff will respond **calmly, consistently and proportionately**. The immediate priority is to restore a calm, safe and purposeful environment, minimise disruption to learning and support the pupil to make a more successful choice.

At Brougham Primary School, we recognise that **behaviour is learned and can be improved**. Our response to misbehaviour therefore combines clear boundaries and appropriate consequences with **teaching, reflection, restoration and support**. Sanctions are used to help pupils learn from mistakes, understand the impact of their choices and take increasing responsibility for their behaviour.

Staff will:

- address behaviour that falls below expectations **promptly and consistently**;

- maintain a **calm, positive and respectful demeanour**, avoiding confrontation, humiliation or unnecessary escalation;
- remind and redirect pupils towards the relevant **Ready, Respectful or Safe** expectation;
- focus on the **behaviour and choice rather than labelling the pupil**;
- use positive reinforcement and quickly recognise a pupil's return to successful behaviour;
- use appropriate **de-escalation and co-regulation strategies** to prevent behaviour escalating;
- consider the pupil's age, stage of development, understanding, SEND, communication needs, vulnerabilities and any factors that may have contributed to the behaviour;
- use consequences that are **fair, reasonable and proportionate** and, wherever possible, logically connected to the behaviour;
- provide opportunities for **reflection, restorative conversations and repairing harm** where appropriate; and
- consider what additional teaching, support or reasonable adjustments may help the pupil meet expectations successfully in the future.

Sanctions will be applied in a **calm and controlled manner** and will never be used to humiliate or degrade a pupil. Wherever possible, consequences will have a clear learning purpose and help pupils understand the connection between their choices, their behaviour and its impact on themselves and others.

Graduated Response

For lower-level or repeated misbehaviour, staff follow the school's **graduated behaviour response**, beginning with a reminder and redirection before progressing to further consequences where behaviour continues.

Depending on the behaviour, frequency and individual circumstances, responses may include:

- a verbal **rule reminder** and redirection towards the expected behaviour;
- a clear warning and opportunity to make a different choice;
- completion of missed learning or appropriately paying back time;
- a **breaktime or lunchtime detention**;
- a restorative conversation and opportunity to repair relationships or put right harm caused;
- temporary removal from an activity or classroom where necessary to restore calm, minimise disruption or support successful regulation;
- loss of an appropriate privilege;
- involvement of the class teacher, Team Leader, Lead Practitioner of SEND or senior leader;
- communication and partnership working with parents/carers;
- additional monitoring, targeted intervention or an **Individual Behaviour Plan** where behaviour is persistent;
- suspension; or
- permanent exclusion in the most serious circumstances.

Detentions form part of the school's graduated response to behaviour and may be used where a pupil has not responded to earlier reminders or redirection, or where the nature of the behaviour warrants this consequence. Detentions will be applied **fairly, consistently and proportionately** and may provide an opportunity for reflection, restorative action or completion of missed learning.

Consequences will not become automatically cumulative. Staff will consider the **nature, severity, frequency and context of the behaviour**, alongside the pupil's individual needs, age and understanding, when determining the appropriate response. More significant sanctions are reserved for serious or persistent misbehaviour.

Where behaviour is **unsafe, serious or significantly disruptive**, staff may move directly to the appropriate level of the school's behaviour procedures rather than progressing sequentially through lower-level responses.

Behaviour and Educational Visits

The school's expectations of **Ready, Respectful and Safe** apply when pupils are on educational visits, attending residentials, travelling to and from activities and representing the school in the wider community.

Participation in educational visits will normally be supported for all pupils, including those who may require **reasonable adjustments, additional supervision or individual risk-management arrangements**. A pupil will not be prevented from participating simply because they have SEND, additional needs or a protected characteristic.

Pupils participating in educational visits are expected to:

- follow reasonable instructions from staff **promptly and safely**;
- behave in a way that does not place themselves or others at risk;
- follow the school's Behaviour Policy and the expectations of **Ready, Respectful and Safe**; and
- represent the school positively and respectfully within the wider community.

Withdrawal of a Place on an Educational Visit

There may be exceptional circumstances where a pupil's behaviour is **unmanageable and presents a significant health, safety, safeguarding or welfare risk** to themselves, other pupils or adults.

The school may therefore withdraw a pupil's place on an educational visit where:

- there is evidence of **serious or persistent breaches of the Behaviour Policy** which are directly relevant to the safe management of the visit;
- the pupil's behaviour presents a **significant safeguarding, health, safety or welfare risk**; or
- following appropriate consideration of the individual pupil's needs, the school reasonably determines that the identified risks **cannot be sufficiently reduced through reasonable adjustments, additional support, supervision or other proportionate risk-management measures**.

Any decision to withdraw a place will be made **on an individual basis** and will be reasonable, proportionate and evidence-based. The decision will be clearly linked to the identified risks and the expectations within this Behaviour Policy and will be made by the **Headteacher or delegated senior leader**.

Where behaviour may be associated with **SEND, disability or another protected characteristic**, the school will carefully consider its duties under the Equality Act 2010, including whether reasonable adjustments can be made to enable the pupil to participate safely. The school's wider approach similarly recognises that sanctions should take account of individual need, age and understanding rather than being cumulative or automatic.

Reflection & Restoration

Consequences alone do not teach pupils how to behave differently. Where appropriate, staff will therefore support pupils to **reflect on what happened, understand its impact and identify what they can do differently in the future**.

Restorative conversations may be used to support pupils to:

- understand what happened and the choices they made;
- consider how their behaviour affected themselves and others;
- recognise which of the school's **Ready, Respectful or Safe** expectations was not met;
- identify what they could do differently next time;
- apologise or put right harm where appropriate; and
- repair relationships and return successfully to learning.

Once an incident has been addressed, pupils will be given the opportunity to **reset and experience success**. Previous behaviour should not be repeatedly revisited or allowed to negatively influence adults' expectations of a pupil. Staff will actively recognise the pupil's return to successful behaviour.

De-escalation and Regulation

Where a pupil is becoming dysregulated, staff will seek to **reduce escalation and restore regulation before expecting meaningful reflection**. Strategies will be appropriate to the individual pupil and may include calm communication, reduced language, additional processing time, redirection, changes to the immediate environment, access to an agreed regulation strategy or support from a familiar adult.

Where restrictive physical intervention is necessary, it will be used **only as a last resort** and in accordance with the school's Restrictive Physical Intervention Policy. This reflects the school's wider approach of maintaining safety while seeking to minimise the future need for physical intervention.

Early Years

In the **Early Years**, the same expectations of **Ready, Respectful and Safe** apply, but responses are developmentally appropriate and place greater emphasis on **positive relationships, co-regulation, modelling, redirection and explicitly teaching successful behaviour**.

Young children may require adult support to regulate their emotions before they are able to reflect on their behaviour. Adults will therefore help children return to a regulated state before supporting them to understand what happened, revisit the expected behaviour and successfully return to their learning or play.

This reflects the school's Early Years approach in which self-regulation develops through **co-regulation**, with adults modelling strategies, naming emotions and providing predictable, emotionally safe environments in which children can practise successful behaviour.

Inclusion, Reasonable Adjustments and Individual Need

The school maintains **high expectations for all pupils**, while recognising that equitable treatment does not always mean an identical response.

When responding to misbehaviour, staff will consider whether SEND, SEMH, communication and interaction needs, safeguarding concerns, significant life events, trauma, developmental stage or other identified vulnerabilities may have contributed to the behaviour.

Where appropriate, staff will work with relevant leaders, including the **SENDCo, DSL and senior leaders**, to identify barriers and determine appropriate support, reasonable adjustments and consequences.

Reasonable adjustments do not mean that inappropriate or unsafe behaviour is ignored, nor do they mean lowering expectations. They enable pupils to **access and increasingly meet the school's behaviour expectations successfully**. This reflects the school's inclusive approach of combining high expectations with a detailed understanding of individual need.

Where patterns of behaviour emerge, staff will work with the pupil, parents/carers and relevant professionals to identify underlying barriers, agree appropriate strategies and evaluate whether support is improving behaviour over time.

Recording and Monitoring

Serious or repeated incidents will be **recorded and monitored in accordance with the school's procedures**. Leaders will use behaviour information alongside pupil voice, safeguarding information and professional knowledge to identify patterns, evaluate the effectiveness of interventions and determine whether further support or action is required.

This enables leaders to ensure that responses remain **consistent, equitable and effective**, while identifying pupils or groups who may require additional support.

Through this approach, the school maintains **clear and consistent boundaries while preserving positive relationships and pupils' dignity**. The aim is not simply to sanction misbehaviour, but to help pupils learn from their experiences, repair harm, develop self-regulation and progressively take greater responsibility for being **Ready, Respectful and Safe**.

12.Restrictive Interventions, Including the Use of Reasonable Force

Brougham Primary School's approach to restrictive interventions and reasonable force is **in line with the Department for Education's latest guidance, *Restrictive interventions, including use of reasonable force, in schools* (2026)**.

The school also has a **standalone Use of Restrictive Intervention and Reasonable Force Policy**, which sets out the school's procedures in greater detail and should be read alongside this Behaviour Policy and the Child Protection and Safeguarding Policy.

The school is committed to maintaining a **safe, calm and supportive environment** for all pupils and staff. Restrictive interventions are only one of the strategies available to secure pupil safety and wellbeing. The school recognises that any restrictive intervention carries the potential for physical and psychological harm and will therefore **seek to prevent and minimise its use wherever possible**.

A **restrictive intervention** is an action used to prevent, restrict or subdue the movement of a pupil's body, or part of their body. The term includes both physical and non-physical interventions used to restrain pupils in different ways.

In accordance with the **2026 DfE guidance**, the school's approach prioritises:

- prevention and early intervention;
- positive relationships and knowledge of the individual pupil;
- calm communication, co-regulation and **de-escalation**;
- consideration of environmental factors, known triggers and individual needs;

- individual risk assessments and Positive Behaviour Support Plans where required;
- careful consideration of pupils' **SEND, medical needs, communication needs, vulnerabilities and relevant equality considerations**;
- maintaining pupils' **safety, welfare and dignity**; and
- using the **least restrictive intervention necessary for the least amount of time**.

Where staff know that a pupil is more likely to require restrictive intervention, an individual risk assessment and/or Positive Behaviour Support Plan may be developed. This will identify known triggers, preventative and de-escalation strategies, appropriate adult responses and any agreed approaches required to manage significant risk. Plans will be shared with relevant staff and, where appropriate, developed and reviewed in partnership with parents/carers and other professionals.

Reasonable Force

Reasonable force refers to physical contact used by staff to prevent or restrict a pupil's movement where this is necessary to manage a particular risk. Reasonable means using **no more force than is necessary for the least amount of time**, according to the circumstances.

All members of school staff have the legal power to use reasonable force in limited circumstances to prevent or stop a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property; or
- causing disorder among pupils, whether during a teaching session or otherwise.

Wherever possible, staff will use **preventative, co-regulation and de-escalation strategies** before considering reasonable force. However, where there is an immediate and significant risk of harm, staff may need to intervene without first attempting other strategies.

Any use of reasonable force must be:

- **necessary, reasonable and proportionate** to the circumstances;
- the least restrictive intervention necessary;
- used for the **shortest possible period of time**;
- used in a way that seeks to protect the safety, welfare and dignity of everyone involved;
- reduced or stopped as soon as the immediate level of risk allows; and
- **never used as a punishment**.

When deciding whether reasonable force is necessary, staff will consider the individual circumstances of the pupil, including their **age, size, SEND, medical needs, communication needs and other vulnerabilities**, alongside any relevant duties under the Equality Act 2010.

Staff will also consider the potential impact of restrictive intervention on the pupil's welfare. Pupils who have experienced significant life events, trauma or neglect, or who have sensory, communication or other additional needs, may find restrictive intervention particularly distressing. Wherever possible, staff will communicate calmly with the pupil, explain what is happening and maintain their dignity.

Staff who are likely to need to use reasonable force and/or other restrictive interventions will receive appropriate training in their **safe and lawful use and in preventative strategies**.

Seclusion

Seclusion is a non-disciplinary safety intervention involving keeping a pupil in a place away from others and preventing them from leaving.

The school may use seclusion only as a **safety measure to protect the pupil or others from harm** when a pupil is experiencing high levels of emotional or behavioural dysregulation. It will **not be used as a threat, punishment or disciplinary response**.

Where seclusion is necessary:

- the pupil will be in a **safe environment that does not feel threatening or intimidating**;
- the pupil will be **supervised at all times**; and
- the pupil will be allowed to leave as soon as the immediate risk of harm has reduced.

All incidents involving seclusion will be recorded and reported in accordance with the school's standalone policy.

Recording, Reporting and Informing Parents/Carers

The school has clear procedures for the **recording and reporting of restrictive interventions**, in line with the 2026 DfE guidance.

All significant incidents involving reasonable force and incidents involving restraint or seclusion will be recorded in accordance with the school's **Use of Restrictive Intervention and Reasonable Force Policy**.

At Brougham Primary School, staff complete the school's **Significant Incident Report**, which is signed by relevant staff, uploaded to CPOMS and reported to the Headteacher.

Records include, as appropriate:

- the circumstances leading to the incident and any known or potential triggers;
- preventative and de-escalation strategies attempted;
- why the intervention was considered necessary;
- the type and duration of intervention and degree of force used;
- any injuries or other adverse impacts; and
- the support provided following the incident.

Parents/carers will be informed of significant incidents **as soon as possible**, in accordance with the statutory requirements and exceptions set out within the standalone policy. The school will provide the required information in writing and, where appropriate, invite parents/carers to discuss the incident and consider any warning signs, triggers or actions that may reduce the likelihood of recurrence.

Post-Incident Support and Review

Following the use of a restrictive intervention, the school will consider the **physical and emotional wellbeing of both the pupil and staff involved**.

Where appropriate:

- medical assessment, first aid or treatment will be provided;
- the pupil and staff involved will be given appropriate time and support to recover;
- follow-up conversations will support reflection, learning and wellbeing;

- the pupil's risk assessment and/or Positive Behaviour Support Plan will be reviewed; and
- leaders will consider whether changes to the environment, adult approach, support or preventative strategies could reduce the likelihood of recurrence.

Leaders will also monitor incidents to identify **patterns and trends** and evaluate how the use of restrictive interventions can be further reduced.

Minimising the Need for Restrictive Intervention

The school's overriding aim is always to **prevent and reduce the need for restrictive intervention**. This reflects the school's wider approach to behaviour: positive relationships, high expectations, explicit teaching, emotionally regulated adults, co-regulation, reasonable adjustments and early identification of individual need.

Restrictive intervention is therefore **not a behaviour-management strategy or sanction**. It is a safety intervention used only when necessary and proportionate to manage an identified risk.

Further detailed information about **prevention and de-escalation, reasonable force, restraint, seclusion, risk assessment, Positive Behaviour Support Plans, staff training, recording and reporting, communication with parents/carers and post-incident support** is contained within Brougham Primary School's standalone **Use of Restrictive Intervention and Reasonable Force Policy (April 2026)**.

13. Searching and Confiscation

Brougham Primary School follows the **DfE's latest guidance on searching, screening and confiscation**. Any search, confiscation, retention or disposal of an item will be carried out **lawfully, reasonably and proportionately**, with appropriate regard to the pupil's dignity, welfare and safeguarding needs.

Confiscation

Staff may confiscate a pupil's property where it is reasonable to do so, including where an item:

- poses a risk to the **safety or welfare** of the pupil or others;
- disrupts learning or the good order of the school;
- is contrary to the school's rules, including expectations relating to uniform or mobile phones;
- is being used inappropriately;
- is harmful, inappropriate or contrary to the school's values; or
- is a **prohibited or unlawful item**.

Any prohibited item found as a result of a search will be confiscated and dealt with in accordance with statutory guidance. Other confiscated items will normally be returned to the pupil or their parent/carer at an appropriate time, unless it would be inappropriate or unlawful to do so.

Retention and Disposal of Confiscated Items

Decisions about the retention, return or disposal of confiscated items will be **reasonable and proportionate to the circumstances**.

Where appropriate:

- confiscated items will be **stored securely**, particularly where they have monetary or emotional value;
- a record will be made of significant confiscations and the reason for them;
- parents/carers will be informed where appropriate, including arrangements for returning an item;
- items of value that should not have been brought into school or have been misused may be retained until collected by a parent/carer;
- items of no value may be disposed of where appropriate, taking account of any potential emotional significance to the pupil; and
- unlawful, hazardous or prohibited items may be retained, disposed of or passed to the **police or another appropriate agency**, in accordance with statutory guidance.

Searching Pupils

Searches will only be undertaken where there are appropriate grounds and in accordance with the **DfE's latest searching, screening and confiscation guidance**.

The Headteacher and members of staff authorised by the Headteacher may conduct searches. Before conducting a search, staff will consider the **necessity, proportionality and safeguarding implications** of doing so.

Where practicable, staff will:

- explain why a search is considered necessary;
- explain what the search will involve and where it will take place;
- give the pupil an opportunity to ask questions;
- seek the pupil's co-operation;
- conduct the search away from other pupils; and
- protect the pupil's **privacy and dignity** throughout.

Where a search is not urgent, staff may seek advice from the **Headteacher, Deputy Headteacher or Designated Safeguarding Lead (DSL)** before proceeding.

Conducting a Search

Searches will normally be carried out by an authorised member of staff who is **the same sex as the pupil**, with another member of staff present as a witness.

The statutory exceptions to these requirements may be applied where there is a **risk of serious harm if the search is not carried out urgently** and it is not reasonably practicable to meet the usual requirements. Where a search takes place without a witness, the member of staff will report this immediately to another member of staff and ensure that a written record is made.

An authorised member of staff may search a pupil's:

- outer clothing;
- pockets;
- possessions;
- bags;
- desk or locker; and
- other items over which the pupil appears to have control.

'Outer clothing' includes clothing that is not worn wholly next to the skin or immediately over underwear, as well as items such as **hats, scarves, gloves, shoes and boots**.

Searches may take place on school premises or elsewhere where staff have lawful charge of the pupil, including during an **educational visit**.

Searches Without Consent

An authorised member of staff may search a pupil without their consent where there are **reasonable grounds to suspect that they possess a prohibited item**, in accordance with statutory powers.

Prohibited items are those identified within this Behaviour Policy and relevant legislation, including:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarette papers, e-cigarettes or vapes;
- fireworks;
- pornographic images; and
- any article that staff reasonably suspect has been, or is likely to be, used to commit an offence, cause injury or damage property.

Where a pupil refuses to co-operate, staff will seek to understand the reason for the refusal and involve an appropriate senior leader where necessary.

Any consideration of **reasonable force in connection with a search** will be undertaken strictly in accordance with the law, DfE guidance and the school's standalone **Use of Restrictive Intervention and Reasonable Force Policy**. Reasonable force will not be used to search for an item that is banned only under the school's own rules where there is no statutory power to do so.

Safeguarding, Recording and Informing Parents/Carers

Searching a pupil can be a significant intervention. Staff will therefore consider the pupil's **age, SEND, communication needs, vulnerabilities, previous experiences and any other relevant safeguarding information** when deciding how a search should be conducted.

The **DSL will be informed without delay** where:

- staff had reasonable grounds to suspect that a pupil possessed a prohibited item; or
- a search or its outcome identifies a safeguarding concern.

All searches for prohibited items, **including where nothing is found**, will be recorded on the school's safeguarding system.

Parents/carers will be informed as soon as reasonably practicable following a search for a prohibited item and will be told:

- why and how the search took place;
- what was found, if anything;
- what was confiscated, if applicable; and
- what further action or sanction the school has taken.

Following any search, the school will consider whether the pupil requires **additional pastoral or safeguarding support**, irrespective of whether an item was found. Where there are concerns that a pupil may be experiencing, or be at risk of, harm, staff will follow the school's Child Protection and Safeguarding Policy and refer the matter to the DSL.

The school's approach to searching and confiscation is intended to maintain a **safe, calm and orderly environment**, while ensuring that any action taken is **necessary, proportionate, respectful and safeguarding-led**.

14. Child on Child Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

15. 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).

16. Online misbehaviour

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

17. Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

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

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

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

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

18. Malicious allegations

All allegations made by pupils will be taken seriously and responded to in accordance with the school's **Child Protection and Safeguarding Policy** and relevant safeguarding procedures.

Where, following appropriate investigation, an allegation against a member of staff or another pupil is found to have been **deliberately invented or malicious**, the Headteacher will consider whether disciplinary action is appropriate in accordance with this Behaviour Policy. This includes malicious allegations of sexual violence or sexual harassment made against another pupil.

An allegation that is **unsubstantiated, unfounded or false will not, in itself, be treated as malicious**. In all such cases, the school will consider whether the pupil who made the allegation may require additional help or support, or whether the allegation may indicate an underlying safeguarding or pastoral need. Where appropriate, and in consultation with the **Local Authority Designated Officer (LADO)** or other relevant agencies, a referral to Children's Social Care or other support services may be considered.

The school will also consider and respond appropriately to the **pastoral and wellbeing needs of any member of staff or pupil who has been the subject of an allegation**.

Further information about responding to allegations against staff or pupils can be found in the school's **Child Protection and Safeguarding Policy**.

19. Serious Sanctions

Detentions

Principles and Law:

School staff have a statutory power to put pupils aged under 18 in detention after school sessions and on some weekend and non-teaching days.

Detentions are lawful if:

- pupils and parents have been informed that the school uses detentions as a sanction and

- The times outside normal school hours when detention can be given (the 'permitted day of detention') include: a) Any school day where the pupil does not have permission to be absent; b) Weekends - except the weekend preceding or following the half term break; and c) Non-teaching days – usually referred to as 'training days', 'INSET days' or 'noncontact days'.

At Brougham Primary School, the Head teacher allows all teachers and support staff to issue detentions on any school day. As with any disciplinary penalty and as outlined in the School Discipline Plan, the member of staff issuing the detention must ensure that the punishment is proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Whilst we acknowledge that is best practice to give parents and their child 24 hours advance notice of a detention, In Brougham Primary School try whenever possible to apply sanctions on the same day a misdemeanor has taken place. Because of this we ask parents that if a pupil is to have detention it should be carried out on the day of the misdemeanor. We will telephone parents and inform them that a detention is to take place. If a parent does not wish detention to place that day then a suitable alternative time will be sought.

Lunchtime Detentions: Staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside of school hours: When issuing a detention outside of school hours the member of staff should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Removal from Classrooms (Time Out)

In response to **serious or persistent breaches of this Behaviour Policy**, the school may remove a pupil from the classroom for a limited period. At Brougham Primary School, disciplinary removal from the classroom is referred to as '**Time Out**'.

Time Out is a **serious disciplinary measure** and will normally only be used where appropriate behaviour management and de-escalation strategies have been attempted and have not been successful, unless the seriousness of the behaviour warrants immediate removal.

Time Out may be used to:

- restore calm and order where a pupil is being seriously or persistently disruptive;
- maintain a safe and orderly learning environment;
- enable teaching and learning to continue for other pupils; and
- allow the pupil to continue their learning in a supervised and managed environment.

During Time Out, the pupil will work in an appropriate alternative area of the school under the supervision of a member of staff. The pupil will continue to receive **meaningful education**, with work normally provided by their class teacher, although this may differ from the learning taking place within the classroom.

Removal will be for a **limited and proportionate period**. Pupils will not be removed from the classroom for prolonged periods without the explicit agreement of the Headteacher and will be reintegrated into their classroom as soon as it is appropriate to do so.

Where appropriate, staff will support the pupil to reflect on what has happened, understand the expected standard of behaviour, repair relationships and successfully return to learning. Parents/carers will be informed on the same day where their child has been removed from the classroom as a serious disciplinary measure.

Distinction between Time Out, withdrawal and seclusion

Time Out as a disciplinary removal is distinct from **withdrawal or the use of a safe or quieter space to support a pupil's regulation, de-escalation or wellbeing**. Accessing or being directed to such a space as part of an appropriate regulation strategy does not, in itself, constitute disciplinary Time Out.

Time Out is also distinct from **seclusion**. Seclusion is a **non-disciplinary safety intervention** involving keeping a pupil in a place away from others and preventing them from leaving. It must never be used as a punishment or to enforce a disciplinary sanction.

During disciplinary Time Out, a pupil is **not physically or otherwise prevented from leaving the area through the use of a restrictive intervention**. Reasonable force or another restrictive intervention will not be used for the purpose of enforcing Time Out.

Where a pupil presents an immediate risk of harm and staff need to use reasonable force, seclusion or another restrictive intervention to maintain safety, this does **not constitute disciplinary Time Out**. Any such intervention will be necessary and proportionate and will be undertaken, recorded and reported in accordance with the school's *Use of Restrictive Intervention and Reasonable Force Policy*.

Pupils who are frequently removed from class

Where a pupil is frequently removed from the classroom, the school will consider whether there are underlying needs, triggers or barriers contributing to the behaviour and whether additional or alternative support is required. This may include:

- targeted pastoral or behaviour support;
- individual behaviour targets or a Behaviour Support Plan;
- consideration of SEND, additional needs and reasonable adjustments;
- consideration of environmental, sensory or communication needs and potential triggers;
- meetings and partnership working with parents/carers;
- involvement of the SENDCO, pastoral staff or senior leaders; and
- assessment or support from external agencies where appropriate.

Where there is an identified increased likelihood that reasonable force or another restrictive intervention may be required, an **individual risk assessment and/or Behaviour Support Plan** will be developed and reviewed in accordance with the school's *Use of Restrictive Intervention and Reasonable Force Policy*.

Recording and monitoring

All disciplinary removals from the classroom will be recorded on the school's **behaviour recording system**, including the circumstances leading to the removal and the action taken. School leaders will monitor the use of removal to identify patterns, ensure it is being used fairly and proportionately and determine whether further support or intervention is required.

Any incident involving **seclusion, reasonable force or another restrictive intervention** will be recorded and reported separately in accordance with the school's *Use of Restrictive Intervention and Reasonable Force Policy*.

Suspension and permanent exclusion

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently.

If a pupil is excluded then:

- Parents are informed immediately with reasons for the exclusion which is followed up in writing. For a fixed term exclusion, a return to school meeting is arranged for the pupil, parents/carers and the school. The headteacher will inform parents that they can appeal against the exclusion and the process for how this is done.
- The headteacher will follow LA and Trust guidelines for reporting of an exclusion. All exclusions will be reported to the governing body.

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

- in response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other in the school

Useful guidance:

DFE – Exclusion from maintained schools, Academies and pupil referral units in England – a guide for those with legal responsibilities in relation to exclusions updated September 2023.

Please refer to our exclusions policy for more information.

20.Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur

- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

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

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

21.Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Headteacher or SENDCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

21.Pupil 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

22.Staff Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. We complete regular refreshers of the behaviour policy to ensure consistency between staff.

Behaviour management will also form part of continuing professional development.

23. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Local Academy Committee yearly. At each review, the policy will be approved by the Headteacher.

24. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding and Child Protection policy
- Anti-Racism Policy
- Single Equality Plan
- Attendance Management Policy
- Child on Child Abuse Policy
- Personal Development Policy

Pupil code of conduct

Pupils are expected to follow the three school rules – **Ready, Respectful** and **Safe** by:

- Being honest at all times
- Behaving in an orderly and self-controlled way
- Taking responsibility for their own behaviour
- Being respectful towards members of staff, each other and themselves
- Follow and adhere to school and classroom routines
- To comply with reasonable requests or instruction made by staff on the first time of asking.
- In class, make it possible for all pupils to learn
- Moving quietly around the school
- Treating the school buildings and school property with respect
- Wearing the correct uniform at all times
- Accepting sanctions when given
- Refraining from behaving in a way that brings the school into disrepute, including when outside school

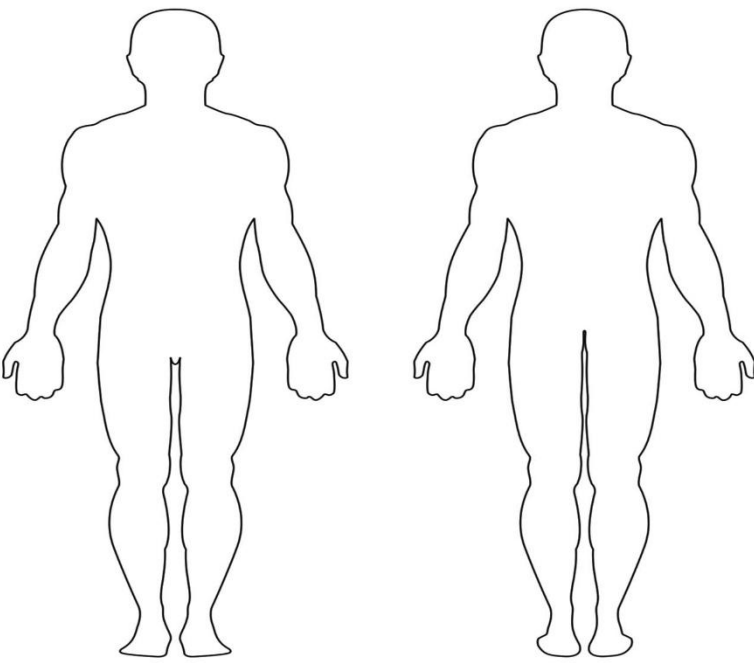
Appendix 1: Written Statement of Behaviour Principles

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

The Local Governing Body (LGB) also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

SERIOUS INCIDENT REPORT (MAY INCLUDE PHYSICAL INTERVENTION)					
Student:			Date and time		
Staff lead:			Location(s)		
Adults present:			Report compiler:		
Incident Type: E.G: Assault to staff – non-compliance etc					
When in the school day did the incident take place?					
If other than any of the above, please describe here:					
Location of the incident					
WAS RESTRICTIVE PHYSICAL INTERVENTION IMPLEMENTED? (If yes then you must complete all sections of this report with a RED header in addition to the remainder of form)					
Concerns leading to the use of positive handling techniques: (tick relevant boxes)					
Injury to self			Injury to others		
Serious damage to property			Serious disruption, safety, maintenance and good order to the running of the school		
Other: Please give reason here –					
Duration of intervention (in minutes):					
What type of RPI was used?	Level 1 Passive Physical intervention (e.g standing in a doorway to stop somebody passing through it with no physical contact)		Level 2 Low Level Prompts and Guides (e.g. Placing hand in the middle of someone's back to guide them down a corridor)		Level 3 Physically holding to take control of a person's movement (Last resort when all de escalation has been exhausted. But this may need to be the first thing in a very serious/dangerous situation. Reasonable, necessary and proportionate in response to the circumstances of the situation) DfE Reasonable Force Guidance states Schools can use reasonable force to: Remove a disruptive student from a classroom where they have refused to follow an instruction to do so; Prevent a student leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; Prevent a student from harming themselves as a result of a physical outburst.)
Was the holding:	Mild		Firm		Restrictive
Were the techniques used effective?				Yes	No
What kind of hold was used (if more than one was used during the incident choose multiple answers)					

One person guide		One person hold		2 person guide		2 person hold	
If anything other than the above holds were used, please describe them here:							
Other adults directly involved in employing RPI techniques:							
Name:							
Signature:							
Does the child who was involved in physical intervention have any relevant needs or circumstances to take into consideration? Include whether the pupil involved has an identified special educational need or disability and their SEN status code							
SEN		Disability		SEN status code			
For any other circumstances that were taken into consideration please describe them here:							
Account of incident and intervention: Describe the antecedents, the behaviour, your actions & interventions, including what you said and did, and the outcome. Also give a brief account of why the use of force was assessed as necessary in this instance.							

Name & signatures of witnesses: (Sign only after reading and agree with the account given)					
Name:	Signature:		Name:	Signature:	
De-escalation strategies used to avert incident or recourse to use of RPI:					
Help Script		Transfer adult (help protocol)		Physical diversion	
Child appropriate language		Distraction/diversion		Stepping away	
Success reminder		Withdrawal-offered		Shouted instruction	
Deflection		Withdrawal-directed		Planned ignoring	
Appropriate Humour		Firm clear direction		Take-up-time	
Contingent touch		Chill-out (safe-place)		Other..... ...	
Details of any injuries sustained/complained of- and any action taken:					
Young person			Action taken:		
Staff:			Action Taken:		
					
Front			Back		
Was medical treatment given for any injuries sustained or other adverse impacts? Please give a brief description and if further treatment was necessary, please describe.					
Which senior staff member was the incident reported to?					
Senior:			Date:		Time:
Other person's informed of incident (Parent/carer, social worker, YOT, Police etc): You must inform the parents or carers of the child.					
Name:	Status:	By whom:	Date:	Time:	Contact: (how was the message conveyed)

Has this been uploaded to CPOMS					YES		NO	
Significant comments by student or parents/carers - (note any forms of threat/allegations etc)								
Post-incident support & debriefing - to be facilitated and summarised below by senior staff;								
Young person/s		Senior:		Staff:		Senior:		
Date				Date				
Resolution satisfactory:	YES		NO		Resolution satisfactory:	YES		NO
Further comment:				Further comment:				
Incident monitoring, comment & recommendation:						YES	NO	
Was staff supervision satisfactory?								
Was RPI employed?								
Was the RPI appropriate?								
Have all the relevant people informed?								
Has post incident debriefing & evaluation taken place?								
Does a positive handling plan need to be implemented?								
Does an existing positive handling plan require updating/amending and/or reviewing?								
Action taken:								
Discussion/counsel:								
Detention;								
Missed privileges;								
Reparation;								
Refer to Inclusion;								
Police contacted;								
Outreach;								
Exclusion.								
Other:								
Is Further Action Necessary: If YES then please identify the actions and staff responsible to carry them out. If NO please type N/A in the box below. Only on completion of all actions should the incident form be signed off and filed.								
Signed:				Date:				

Appendix 3: First Letter to parents/phone call script that can be used by Class Teacher/SENDO when informing parents

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Second letter to parents/phone call script that can be used by Class Teacher/SENDSCO when informing parents

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third letter to parents/phone call script that can be used by HT/DHT

Dear parent,

I am sorry to report that, despite your meeting with the class teacher to discuss your child's behaviour, _____, has continued to misbehave.

He/she would now benefit from a more structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with their class teacher, Lead Practitioner of SEND and myself to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

