



Behaviour Policy

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Signed by:

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Statement of intent

Brookfield School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We aim to have a positive ethos celebrating both behavioural and academic progress and achievement. We aim to provide an engaging curriculum that is tailored to the individual needs of each student. Expected behaviour is taught, encouraged and reinforced through lessons, enrichment activities, social times, off site trips and other positive learning experiences. Pupils are monitored (Class Charts) and rewarded for meeting behaviour expectations. Targets are individualised and progress towards self-regulation.

The school is committed to:

- Promoting desired/expected behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate reflection opportunities and sanctions will be used where a pupil's behaviour falls below the standard that is **expected**, alongside support to prevent recurring behaviour that falls below expectations.

The school acknowledges that pupil behaviour can sometimes be the result of educational needs, life experiences, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. Incidents are recorded by BehaviourSmart which encourages a reflective process and uses historical data to produce individual behaviour plans (Smart Plans).

At Brookfield School, we embrace the way in which pupils express and communicate their emotions, feelings and needs. We see this 'behaviour' as an appropriate response and need for support and intervention. We see it as an opportunity to teach, learn, understand and build relationships. We are careful in our use of language, thoughts and feelings and avoid using negative meaning words to describe pupil behaviour. Where possible we will use the phrases expected and below expected behaviour to emphasise our commitment to understanding, responding and improving how pupils communicate their thoughts, feelings and needs.

Expected behaviour can be tailored to each individual based upon circumstance and status. This allows expectations to be adjusted over time to raise standards and contribute positively to our learning environment.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining whole school expectations and ensuring that an appropriate response to those not meeting expectations (reflection, advice, sanction, escalation).
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related concerns that could be driving behaviour that is below expected levels.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour responses with individualised approaches.

Provision Leads and Pastoral Managers will be responsible for:

- Collaborating with the governing board, headteacher, DSL and senior mental health lead, to determine the strategic development of behaviour policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- To contribute and engage with the Personal Development, Support and Intervention (PDSI) process that identifies concerns and appropriate interventions
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, Provision Leads and Pastoral Managers and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - Pastoral Manager
 - Provision Leads
 - Senior Teacher.
 - Headteacher.
- As authorised by the headteacher, applying an appropriate and proportionate response to pupils who display less than expected levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Supporting each other when in need.

Parents will be responsible for:

- Supporting their child in adhering to the school behaviour expectations and reinforcing this at home.

- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs regularly, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted, and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The PDSI process captures pupils' needs (current and historic) and provides a level of intervention that aims to increase engagement, enjoyment and access to learning.

6. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead and PDSI process will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alerted to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by an appropriate staff member, will be provided alongside the use of sanctions to prevent the below expected behaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Reminder of expectations
- Issuing a verbal warning and reminder of the expected behaviour
- Behaviour monitoring (red points)
- Providing an opportunity to reflect/catch up (own time, during school day)
- Providing an opportunity to reflect/catch up (own time, during school day)

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is asked to report to the Pastoral Manager who will apply an appropriate response and identify reasons. They will also set targets to return to normal.
- The Pastoral Manager investigates the incident and decides whether it constitutes unacceptable behaviour – at debrief
- If leaders deem that the actions are below expectations, additional responses may be applied, and the behaviour will be recorded on Behaviour Smart.
- Where deemed necessary, e.g. after other behavioural strategies in/out the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the Provision Lead/Pastoral Manager will determine the period the pupil will be removed from the classroom, as well as any reflection time
- An appropriate member of staff may be asked to inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident

Following repeated incidents of unacceptable behaviour, the following responses may be implemented:

- The Provision Lead and Headteacher will consider whether the pupil should be suspended, in line with the school's policies, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Any suspensions aim to provide an opportunity to reflect, understand, respond and agree a plan to avoid further occurrences.
- All responses will be appropriate and proportionate, consider individual circumstances and aim to maintain high expectations and strengthen confidence and culture.

Following further incidents of unacceptable behaviour, the following responses may be implemented:

The headteacher and LA will consider whether a permanent exclusion is necessary, in line with the school Policy, alongside alternative options that may be available.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and sanctions for below expected behaviour

This section outlines the school's strategies for preventing behaviour that is below expectations and initial interventions, minimising the severity of incidents, and using appropriate responses and support to effectively and appropriately modify pupils' behaviour towards expected levels.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently not meeting expectations.

- Not responding to support, interventions and sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address below expected behaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Provision Leads, The Headteacher and Personal Development Lead meet weekly to discuss pupil concerns. The Personal Development, Support and Intervention (PDSI) approach gathers data from key performance indicators and addresses any pupils that are causing concern. Strategies discussed are fed back to staff via Provision Leads and Pastoral Managers.

Behaviour curriculum

Positive and expected behaviour responses will be encouraged and taught to all pupils as part of the whole school approach, in order to enable them to understand what behaviour is expected and encouraged and what is unsafe and does not support a positive learning environment. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing behaviour that is below expectations.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to supporting pupil needs. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Reflective recording, reporting and communication allows positive relationships to be developed. Other systems and practices that support positive relationships include home: school partnerships, transport and events in school.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's needs. If it is deemed that a pupil's needs have contributed to their actions/response, the school will consider their response and assess whether it is appropriate and lawful.

Staff will use a planned and graduated approach to assess, plan, deliver and review the impact of the support being provided.

The school will aim to anticipate likely triggers and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement will be based upon agreed plans. Responses and intervention will be informed, agreed and developed as required.

De-escalation strategies

Where a pupil is in or approaching crisis, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

All staff are trained using the Team Teach approach towards reducing risk and restraint.

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be supported and given time to recover. The incident will be reported to parents and plans updated. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension but this is unlikely due to the needs of the pupils. A suspension will be implemented to allow a

period of recovery and reflection for all parties. If a pupil struggles to re-regulate following an incident, parents will be called to discuss options for further support.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher and Provision Lead to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

Pupils may need to be asked to leave a classroom or social area if their presence is causing disruption or an unsafe environment. If the pupil chooses not to act upon this request, they may need to be escorted by trained staff. All decisions will be made in line with agreed plans and policy. The Provision Lead and Pastoral Manager will make the decisions around any removal.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Provision Lead/Pastoral Manager will request that the pupil's class teachers set them appropriate work to complete.

The Provision Lead/Pastoral Manager will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions – Are known at Brookfield as opportunities to reflect (and catch up)

In order to provide an appropriate response and opportunity to learn when pupil actions do not meet expected levels, staff, may use a reflection session. The opportunity to reflect will allow pupils to understand, develop their future responses and repair and affected relationships. The use REFLECTION sessions will be fair and consistent.

The following indicate the times during which a Reflection session can be held:

- Breaktime
- Lunchtime
- After School (1hr MAX)

There should be no requirement for REFLECTION sessions to be held at any other time.

Parental consent will not be required and, therefore, the school will be able to hold a REFLECTION session without first notifying the parents of the pupil. We will however do everything possible to communicate a late return home due to a REFLECTION session taking place.

When providing REFLECTION sessions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the session is during lunchtime, time will always be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to hold a REFLECTION session outside of school hours, staff will consider the following:

- Whether it is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether timing conflicts with a medical appointment
- Whether the parents ought to be informed– in most cases it will be necessary to do so, but it may not be if it is for a short period after school and the pupil is able to return home safely and within usual timescales.
- Implications on transport.

8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Prohibited items, searching pupils and confiscation

The Headteacher and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

[The model list below was created using the DfE's '[Searching, Screening and Confiscation](#)' guidance. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.]

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will be permitted to bring their mobile phone to school but they should only be used at social times, when learning permits usage and always in a safe manner

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

If a member of staff suspects a pupil maybe carrying or storing an unsafe item, they must report to the Headteacher or provision manager who will advise on next steps.

10. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear expectations and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish an appropriate response to actions that fall below expectations.
- Establish clear responses for handling behavioural problems.

- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, those pupils with specific needs that may affect their behaviour, pupils will be always be pointed towards and expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom expectations and routines

Brookfield School prefers to use the term expectations rather than rules. This positive approach allows flexibility and a progressive way in which to raise standards. Pupils are encouraged to meet expectations and develop relationships through clear instruction and planned routines. Opportunities to reflect are provided if pupils do not meet the required standards.

Attention is given to how expectations are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

Pupils are expected to:

Try their best.

Access support where needed.

Be respectful of others.

Contribute towards a positive learning environment.

Reflect and respond appropriately to any setbacks or struggles.

To support pupils’ continued awareness and understanding of classroom expectations and routines, staff will reinforce them in a range of ways, e.g. reminders through target setting, pupil monitoring systems (class charts) and providing regular verbal reminders of the routines. Teachers will also ensure that classroom expectations and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment. Changes will be agreed, gradual and considerate.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Recognition for expected behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Virtual money – that supports budgeting and independence.
- Trips and activities for a whole-class or year group

11. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data – Behaviour Smart
- Attendance, permanent exclusion and suspension data - Arbour
- Incidents of searching, screening and confiscation – Pupil files.
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture – Bounce Together.

The data will be monitored and objectively analysed constantly by school leaders. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

12. Monitoring and review

This policy will be reviewed by the headteacher and senior staff on an **annual** basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **February 2026**

