

Brookfield's Behaviour and Relationship Policy

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POLICY LEAD: Lisa Crook
APPROVED BY: Pending LGB approval



Excellence



Equity



Empowerment

DOCUMENT CONTROL

Policy Level	Academy	
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This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice		
Policy Lead / Author	Lisa Crook	
Version Number	Date Issued	Updated Information
Please complete this section with a brief summary of the changes you have made or if this is a full re-write / new policy. The contents of this version control box will be shared with trustees / the LGB as part of the approval process – Thank you		
2	21.1.26	Addition of SPARK values, changed ‘Junior’ to ‘Primary’, added EYFS characteristics of effective learning, learning behaviours and Dojos
3 draft	7.10.26	Strengthened anti-bullying strategy, safeguarding, sanctions, equality, searches, restrictive interventions and staff responsibilities. Draft pending approval.

At Brookfield Primary Academy our Behaviour and Relationship Policy reflects our understanding of the complex needs of all our learners and how this affects their ability to self – regulate and manage their behaviour positively in order to engage with their learning. We aim to take a holistic, whole-person approach to behaviour that encompasses; sensory processing, trauma informed approaches, positive behaviour strategies and appropriate environments.

At Brookfield Primary Academy, we endeavour to build relationships founded upon mutual trust, care and respect with all members of the school community. We want all learners to be proud of belonging to our special school family, for young people to feel safe at school, to develop meaningful relationships, make positive behaviour choices and learn how to self –regulate their emotions and feelings. This policy will commit to educational practices which Protect, Relate, Regulate and Reflect for all.

Aims

At Brookfield Primary Academy we have high expectations for all our learners in terms of their ability to learn and every day is viewed as an opportunity to extend knowledge and skills. However, one of the biggest barriers to achieving this may be the learners' difficulty to self- regulate. Access to the curriculum can be severely hindered for a learner who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated learner is more inclined to make progress due to their readiness to learn and engage. We aim to:

- To provide a supportive setting in which learners feel secure and where good behaviour and effort are celebrated.
- To celebrate all positive behaviours and achievements.
- To embed strong working relationships with parents and carers to ensure the best outcomes for learners.
- To provide strategies which encourage learners to communicate their feelings in more appropriate ways.
- To ensure that our school environment is calm and informed which improves the quality of learning.
- For the learners to develop an awareness and consideration of others.
- To provide consistency of approach to dealing with positive behaviour support through staff training.
- To determine the most suitable learning environment for any learner within a school following close consultation with parents and carers and multi-agency professionals.

Roles and responsibilities

Governance and leadership

The trust and Local Governing Body oversee implementation within their delegated responsibilities, scrutinise behaviour and bullying information and ensure that staff have suitable training and resources. The principal implements this policy, authorises searches, makes decisions about suspension and permanent exclusion and ensures fair, consistent practice.

Staff responsibilities

SLT supports colleagues, reviews serious or repeated incidents and monitors the effectiveness of responses. The DSL leads safeguarding decisions and referrals. The SENCO and Inclusion Team coordinate assessment, reasonable adjustments, individual support and advice from other professionals.

Teachers and support staff teach and model expected behaviour, build positive relationships, use agreed strategies and record concerns promptly. Staff seek assistance when safety or learning is at risk. Supply staff and other adults working with pupils receive the information needed to follow this policy and individual plans.

Pupils and families

Pupils are supported to follow routines, treat others respectfully, complete reasonable learning tasks and seek help when worried. Families are asked to reinforce expectations, share relevant information and work with school to review support. Staff explain decisions sensitively and provide routes for concerns through the school complaints procedure.

Resources and support

The principal and Inclusion Team coordinate pastoral support, staff assistance and appropriate supervised spaces for regulation. Support is allocated according to assessed need and risk. Removing a pupil from a lesson requires appropriate adult supervision, access to education and a planned return; it must not leave a pupil unsupervised.

Teaching expected behaviour

Our behaviour curriculum translates SPARK values and learning behaviours into routines that pupils practise, revisit and understand. Expectations are taught explicitly through modelling, reminders, assemblies, PSHE and daily interactions, with adaptations for age, communication, developmental needs and SEND.

Daily expectations

Pupils are taught to enter and leave rooms calmly, organise belongings, listen when others speak, take turns, use respectful language, move safely around school and care for people, property and equipment. Pupils are supported to begin tasks, ask for help, persevere and complete work reasonably assigned to them.

Staff use clear instructions, visual prompts and rehearsal. Where a routine is difficult, staff identify the barrier and teach the skill rather than assuming that the child already knows it. Adults model repair, respectful disagreement and calm responses to mistakes.

Respect and reporting

Pupils learn to recognise discrimination, sexism, misogyny, misandry and harmful online behaviour. They are encouraged to challenge these safely, seek adult help and report concerns. Children are never expected to confront someone where doing so could put them at risk.

Behaviour beyond school

School may respond to behaviour during school activities, travel to and from school, while pupils are identifiable as belonging to Brookfield, or where behaviour outside school affects safety, wellbeing or the orderly running of school. This includes online behaviour. Responses are proportionate and follow lawful powers; safeguarding concerns are passed to the DSL.

Teaching again

Routines are revisited after holidays, changes of class and periods of absence. New pupils receive an age-appropriate introduction and a trusted adult to help them understand expectations.

- To ensure the safety of all learners/staff within the school.
- To ensure the school remains compliant within its statutory duty under Section 175 or 157 of the Education Act 2002 for safeguarding in promoting the welfare of children.

Trauma Informed Approach

Brookfield Primary Academy's aim is to fully understand the learners past life experiences, triggers that affect their lives, emotional situations that they find challenging to self-regulate in, and support them through this. We will implement strategies guided by our specialist Trauma and Mental Health Informed Practitioners to support learners who are identified as requiring this additional support. Our aim is to identify these needs quickly, support the learners in making sense of their experiences, manage emotions and feelings and ensure they maintain the capacity to build relationships despite these difficult events that may have happened to them.

Due to the provision that Brookfield Primary Academy offers, the varying age of learners and their differing needs, we use trauma informed language to support learners through the school day. This underpins all communication and interactions that staff have with learners across the school, which is consistent.

A Trauma Informed Approach acknowledges evidence-based research within health and the neurosciences that demonstrate a clear correlation between the adversities a learner experiences in childhood, and its potentially damaging effects on their later physical health, emotional health and social outcomes. Trauma-informed practice is not designed to treat trauma related difficulties. Instead, it seeks to address the barriers that those affected by trauma can experience when accessing education.

Our Trauma Informed approach is delivered through staff interactions that are based on the Protect/Relate/Regulate/Reflect model, and is supported using the PACE approach - Play Acceptance Curiosity Empathy.

Our Trauma Informed approach identifies a way of relating to pupils that support them to feel safe, which can reduce the need for pupils to enter the fight or flight mode, therefore supporting a reduction in anxiety within school.

PACE

- **Play** – Playfulness, light, open, hopeful and spontaneous.
- **Acceptance** – Unconditionally accepting of all of the experiences of the learners, so they trust staff not to be judgmental.

- **Curiosity** – Non-judgmental active interest in how learners experience what happens to them in their lives.
- **Empathy** – Felt sense of the pupil's feelings and needs which is actively communicated to the pupils.

Protect

Ensure that all students are greeted warmly in all areas of the school.

Staff trained in 'PACE' modes of interaction: warm, empathetic, playful and curious (proven to shift children out of flight/fright/freeze positions).

Staff ensure that interactions with children are socially engaging, warm and inviting.

Focused interventions that help staff to get to know learners better on an individual basis. These relationships are key to enabling children to feel safe whilst in school ensuring all learners have access to an emotionally available adult.

School staff adjust expectations around all learners to correspond with their developmental capabilities and experience of traumatic stress. This includes removing traumatised learners away from situations they are not managing well, providing a calmer, smaller area with emotionally available regulated adult.

Staff to provide a voice for our learners and advocate on their behalf.

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively.

Provide learners with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Staff trained in empathic and playful modes of interaction.

Relating with the learner we can show we are listening and seeing their feelings, supporting and recognising the emotions they are experiencing.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-learner interactions.

The emotional well-being and regulating of staff is treated as a priority to prevent burnout and stress related absence, debrief sessions with the inclusion Team are in place to support post incident.

Reflect

Staff are trained in the art of active listening, dialogue, empathy and understanding.

Time to reflect after an incident, to talk about alternatives to their behaviours while still acknowledging the emotion behind them is important. Staff can reassure that we care about the pupil, but the behaviour they have exhibited is not acceptable.

Staff provide learners with other options, give choices e.g. 'If you feel like this again you can.....'

Staff provide time to discuss events and situations with pupils, this can be done through a social story, books or story sack.

All staff discuss feelings within the classroom, as a daily experience. Together classes talk about the experiences others have had.

Staff identify how it feels to be calm/relaxed, and provide learners with opportunities to reflect on the differences they may feel in these moments.

Staff avoid putting the learner back in the same situation and reliving a trauma. They always consider 'what can I do differently?'

Staff to reflect on what was the learner trying to tell me in that moment, considering 'what is the behaviour telling me?'

Responses from staff

- **Affect Atonement** – Meet the learner's emotional intensity (positive or negative) on an energetic level, to connect with the pupil in their pain or joy. Mirroring the same level of energy to build a connection around the trauma and help the pupil understand the feelings and emotion. The pupil will hopefully see this as a positive connection with staff helping to build the trusting and emotionally available relationship.
- **Empathy** – Recognition of how the learner is experiencing the event, even if this is very different to how you are experiencing it. Staff won't dismiss the feeling, they will help affirm, understand and recognise what the learner is feeling.
- **Containment** – Staff will be able to be in the moment with a learner's intense feelings without absorbing the emotion and acting upon it. At times this will mean being able to bear the learner's pain. Containment is also supported through clear structures to the day, boundaries and actions that are followed through on.

- **Emotional Regulation** – Bringing down toxic stress to tolerable stress and moving to states of calm. Soothing and calming the learner’s emotional dysregulated state, will over time, develop effective stress regulating systems in the brain and a more positive feeling through the learner’s body. This can be done through calming conversations, timeout and sensory support/items but in each case will be bespoke to the learner in question.
- **Use of Voice and Body Language** – In most cases, staff will use a calm and lowered tone of voice when managing behaviour to communicate calmness, safety and empathy to a learner. All staff ensure that their body language is always open and non-confrontational.

Terminology that’s accepted at Brookfield Primary Academy

- Dysregulated
- Unsettled
- Emotional
- Distressed
- Displaying behaviours that are challenging
- Unhappy
- Anxious

Motivators and Consequences

The reinforcement of appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a young person’s life. Rewards or motivators are those that are given to a learner after he/she has behaved in a way that gains an adult’s approval. At Brookfield Primary Academy, rewards are likely to take the form of either an object (e.g. iPad time) or an experience (e.g. getting a certificate/Dojo Points, stickers) and are based on the individual preferences of each individual young person. The practice of removing rewards that have already been earned bears a strong resemblance to punishment, and is therefore incompatible with Brookfield Primary Academy's stance on Positive Behaviour Support. It is not acceptable practice for rewards to be revoked.

At Brookfield Primary Academy, we believe that it is important for our children and young people to clearly link a specific behaviour with its consequences. Therefore, the consequences we use are linked to the presented behaviour’s function and make sense to the young person. For example, if a young person presents with a behaviour of concern because he/she is trying to avoid a demand, the adults would wait until the

young person is calm and will reinstate the demand. At the same time, consideration will be given on the reason the young person is reluctant to follow this demand and appropriate proactive strategies will be implemented in order to reduce the likelihood of this happening again. In addition, the class team will focus on teaching the young person appropriate functional skills that will enable the young person to achieve the same outcome without having to use a behaviour of concern. The consequences may vary for different pupils in line with their individual needs and the function of their behaviour.

Staff first support regulation and immediate safety. When the pupil is calm, they consider age, understanding, SEND, disability, trauma and the circumstances before deciding on a reasonable, proportionate consequence. Adjustments and teaching support accountability and help prevent recurrence. Necessary safety measures are not delayed while a pupil is dysregulated.

Behaviour Support

At Brookfield Primary Academy we define behaviours of concern as any behaviour which:

- reduces the quality of an individual's life.
- reduces access to learning.
- puts a child or young person at risk (physically or emotionally).
- puts the people around a child or young person at risk (physically or emotionally).

Behaviours of concern may show that:

- the child or young person has needs or wants which they are not able to communicate through other means.
- the child or young person's medical needs are not being met – they may feel ill or in pain.
- the child or young person is experiencing demands which are too much for them.
- the child or young person is experiencing feelings such as frustration, anxiety, depression or anger.
- the child or young person is overwhelmed by their environment or others around them.
- the child or young person needs more help to understand what is expected of them.

Low-level disruption is addressed quickly to ensure learners' behaviours do not disrupt lessons or the day-to-day life of the school. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively.

In judging whether a particular behaviour is a cause for concern, adults consider the child or young person's age and level of development.

The behaviours of concern displayed by pupils at Brookfield Primary Academy typically fall within the following categories: self-targeted behaviours, harm to others and damage to property.

If a learner presents with behaviour that is concerning and not considered manageable by the class teacher alone a Well-being Plan and a Behaviour Risk Assessment is written.

All staff are expected to follow the strategies outlined in the learners' Well-being Plan consistently in order to support the learners when moving between the different stages of behaviour safely and effectively.

Plans and risk assessments are shared with families and staff. They are reviewed after significant incidents, changes in behaviour or new information, with planned reviews proportionate to risk. Class staff and the Inclusion Team update strategies promptly. Safety measures do not depend on parental agreement.

Below is an example of the template that will be shared with all staff working with the child and parents.

Pupil Wellbeing Action Plan

Aims		Actions/strategies	By Whom	Timescale	Notes
1					
2					
3					

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

1. Deliberately hurtful
2. Repeated, often over a period of time
3. Difficult to defend against

Bullying can include:

<u>TYPE OF BULLYING</u>	<u>DEFINITION</u>
<u>Emotional</u>	Being unfriendly, excluding, tormenting
<u>Physical</u>	Hitting, kicking, pushing, taking another's belongings, any use of violence

<u>Prejudice-based and discriminatory, including:</u> • <u>Racial</u> • <u>Faith-based</u> • <u>Gendered (sexist)</u> • <u>Homophobic/biphobic</u> • <u>Transphobic</u> • <u>Disability-based</u>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<u>Sexual</u>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<u>Direct or indirect verbal</u>	Name-calling, sarcasm, spreading rumours, teasing
<u>Cyber-bullying</u>	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

How the school will prevent bullying

Bullying will be taught as part of our PSHE and RSE Curriculum and highlighted through awareness days eg; Anti bullying week and children's mental health week. It will also be promoted through assemblies and visitors and workshops.

How can pupils, parents/carers and staff can report incidents of bullying?

Staff will report through CPOMS which will directly notify SLT and Inclusion Team and SENDco. Parents and carers can report incidents directly to the Principal by phone, email or in person.

How will the school investigate allegations of bullying?

Members of the SLT will gather the viewpoints of all children involved making a record of the incidents before discussing and deciding on outcomes of investigations which will then be shared with parents and logged on CPOMS. The principal reports any incidents of bullying to the LGB 4 times a year.

How will the school react to bullying that occurs off school premises or online?

Members of the SLT will gather the viewpoints of all children involved making a record of the incidents before discussing and deciding on outcomes of investigations which will then be shared with parents and logged on CPOMS. The principal reports any incidents of bullying to the LGB 4 times a year.

How the school records, analyses and monitors incidents of bullying

The school records incidents of bullying on CPOMS and this is analysed on a weekly basis during the SLT meeting and is monitored by the LGB 4 times a year.

How will the school support pupils who have been bullied, and those vulnerable to bullying?

The inclusion team works on a 1:1 basis depending on the child's individual needs and the incidents that have occurred.

How will the school train staff and governors in preventing and handling bullying?

This is covered in annual safeguarding training for staff and governors. Awareness raising days, assemblies and workshops support this.

Motivators

Dojo Points

At Brookfield children will collect DoJo points for displaying positive behaviours e.g. being kind to others, good manners, trying their best to achieve something (effort not outcome) etc. Children can then spend their DoJo points at the shop. This will be prompted and championed by the School Council. The children in school will choose the name by vote. The school council will champion what rewards will be on offer. Pupil voice will feed directly into this. Teachers will give dojo points consistently and this will be celebrated on a Friday afternoon and reset every term.

Dojo Point system

Positive Interactive Behavioural System: Class Dojo Dojo points are awarded to children for many reasons to promote positive behaviour and learning.

All classes have the following behaviours across EYFS, KS1 and KS2:

Good behaviour, resilience, kind behaviour and being a good Friend, wearing full school uniform +1 Dojo

Anti bullying strategy in practice

The bullying provisions in this policy form Brookfield's written anti-bullying strategy. Every concern is taken seriously. Staff do not wait for behaviour to become repeated before addressing harm: a single incident may require an immediate behaviour or safeguarding response even where it does not meet the bullying definition.

Reporting and immediate safety

Pupils can tell their teacher, a support adult, the Inclusion Team, SLT or any trusted member of staff. Adults support children who need help communicating, including through visual or non-verbal methods. Parents can contact the class teacher, school office or principal. Staff record concerns on CPOMS and alert SLT; urgent safeguarding concerns are shared with the DSL immediately.

Investigation and communication

SLT establishes immediate protection, listens separately to those involved and witnesses, and considers the context, repetition and imbalance of power. Records distinguish allegations, evidence, findings and decisions. Parents receive appropriate updates, subject to safeguarding considerations and the confidentiality of other children. The DSL advises where abuse, exploitation or a crime may be involved.

Support and consequences

A named adult coordinates support for the child affected, agrees safe reporting routes and checks wellbeing. Children displaying bullying behaviour receive proportionate consequences alongside teaching, pastoral support and assessment of unmet needs. Witnesses also receive support where needed. Restorative work is used only when safe and appropriate; the child affected is not required to reconcile with another pupil.

Checking that bullying stops

SLT records a follow-up date, normally within two school weeks, and checks with the child and family. Further checks continue until safety and wellbeing are secure. Recurrence triggers renewed investigation and review of support. Weekly SLT analysis and four reports each year to the LGB consider patterns, locations, vulnerable groups and the effectiveness of prevention.

Child on child abuse and online harms

Bullying may be a form of child-on-child abuse. Sexual violence, sexual harassment and harmful sexual behaviour are unacceptable and will never be dismissed as banter, a joke, part of growing up or boys being boys. A zero-tolerance approach means that concerns are always addressed; decisions about support and consequences remain proportionate to the circumstances.

Safeguarding response

Staff listen calmly, take disclosures seriously, avoid promising secrecy and record the child's own words. Concerns are passed promptly to the DSL, who assesses immediate safety, risk and support needs and decides on referrals to children's social care, police or other services. Staff follow the school's Safeguarding and Child Protection Policy and KCSIE 2026 Part Five. Behaviour procedures must not delay a safeguarding referral.

Safety planning considers the child affected, the child alleged to have caused harm and other pupils. Both children may need support. Records and risk assessments are reviewed as circumstances change. The absence of reported incidents does not establish that abuse is absent.

Online threats

Staff address cyberbullying, discriminatory content, online misogyny and misandry, AI-generated impersonation and deepfakes, and financial sextortion, where someone threatens to share sexual content to obtain money. These concerns may involve adults, children or exploitation and are referred to the DSL.

Age-appropriate online safety teaching helps pupils recognise unsafe contact, report harmful content and seek help. Staff must not ask a child to forward, download or reproduce nude or sexual images, including AI-generated images. Evidence is handled under safeguarding procedures and relevant national guidance, without unnecessary viewing or circulation. Families are supported with reporting, blocking and safe device use.

4 reads + 4 Dojo

Home Learning +4

Other behaviours may be added depending on the individual needs of the class, however the values for these behaviours must not exceed +2.



Class dojo

Purpose

ClassDojo is used to support positive behaviour, celebrate achievements, and promote a consistent approach to behaviour and rewards across the school.

Aims

- To encourage positive behaviour and learning attitudes

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Who Can Use ClassDojo

- Teaching and support staff for educational purposes only
- Pupils may view their points with staff support but should not manage accounts

Appropriate Use

ClassDojo should be used to:

- Award points for positive behaviour, effort, and achievements
- Reinforce school values and expectations

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ClassDojo must not be used to:

- Publicly shame or embarrass pupils

Behaviour and Rewards

- Points should be awarded consistently and fairly
- Negative behaviour should be addressed privately and in line with the school behaviour policy

The use of ClassDojo will be monitored by senior leadership

Learning Behaviours

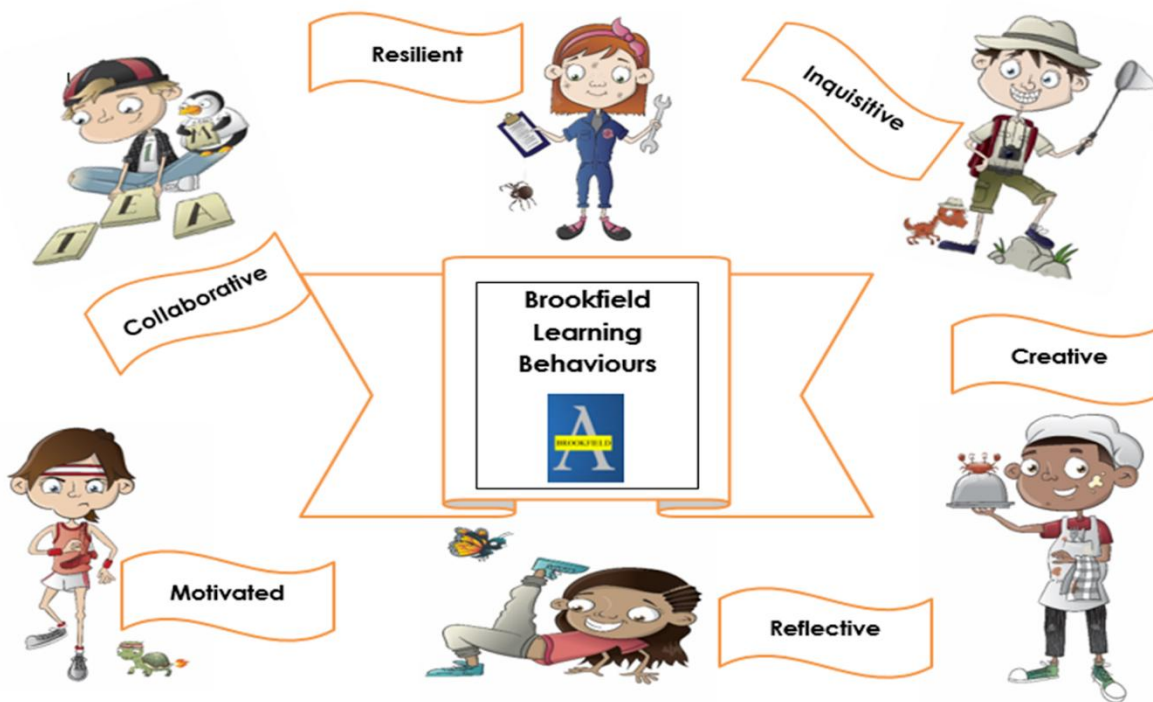
Learning behaviour is the idea that appropriate behaviours expected in a classroom setting can be taught to develop a safe, calm and nurturing learning environment where children excel. It emphasises the link between how your pupils learn and their knowledge of appropriate social and behavioural expectations. It is just as important for teachers to build a relationship with their students, as it is for students to build one with their teachers. Helping your students learn appropriate behaviours is the best way to ensure a safe and calm classroom environment.

Successful behaviour for learning strategies depend on a number of variables, such as the quality of pedagogy and positive relationships. In order for children to succeed in their education, they need to learn the appropriate behaviour of how to act in school. Which they can take home and show positive behaviours outside the classroom. Children are capable of learning these behaviours, and it will ensure your young learners are reaching their maximum potential. For behaviour for learning strategies to be successful, there needs to be an overlap of cognitive and behavioural habits and skills. At Brookfield Primary Academy, we want our children to show creativity and motivation in their learning. We want them to be inquisitive and ask questions about their learning. When faced with difficulties and challenges in their learning we want them to be resilient and work collaboratively with their peers and teachers, reflecting on their learning.

Brookfield Primary Academy's Learning Behaviours are:

- Inquisitive Learners
- Reflective Learners
- Creative Learners
- Collaborative Learners
- Resilient Learners
- Motivated Learners
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Each week there will be a learning Behaviour focus and children will be nominated for the weekly awards if they have demonstrated the Learning Behaviour from Years 1-6.



Characteristics of effective learning

In Foundation stage we celebrate effort and learning behaviours, not just outcomes. We are specific ("for keeping trying..." rather than "good job"). They are linked to the characteristics, not only academic skills. We give out weekly certificates that have a focus for example exploring elephant and persevering parrot.



Weekly reflection

During reflective time on a Friday afternoon 2:30-3:00pm, children will reflect on their learning and behaviour throughout the week. Time to discuss dojo points and create next steps and time to give certificates and visit the shop. There will also be an opportunity to discuss consequences and or next steps that they feel appropriate. Positive, calm, mindfulness activities will be in place whilst these conversations happen. The activities will be chosen by the children in the class on a half termly basis. Through pupil voice we know that children prefer Friday afternoon to be more calming, quiet and relaxing after a busy week. This will give all children time to reset and plan for a positive upcoming week, as well as a smooth transition into the weekend, which some children may find difficult e.g. going to a different parent's house, lacking or different boundaries. Below is the template whereby teachers will record pupils who need reflection time.

Reflection time		
Name	Reason	Strategies

Consequences and escalation

Consequences help pupils understand the impact of behaviour, repair harm and return to learning. Staff assess what happened, the pupil's age, understanding, SEND, disability, trauma and other relevant circumstances. Responses are reasonable, proportionate, lawful and consistently applied with reasonable adjustments.

Classroom responses

Teachers and support staff may use a clear reminder, a choice linked to expectations, reteaching of a routine, a supported conversation when the child is calm, completion of missed work at an appropriate time, or a supervised change of activity or space. Repair may include helping restore damaged resources or practising a safer way to interact. Food, drink, toilets and necessary support are never withheld.

Serious or repeated behaviour

Aggression, bullying, discriminatory language, significant damage, unsafe behaviour or repeated disruption is referred to SLT. SLT may agree a supervised removal from a lesson, a time-limited restriction of an optional privilege where appropriate, a meeting with parents or a revised Well-being Plan and Behaviour Risk Assessment. The reason, duration, supervision, educational provision and return arrangements are recorded. Earned Dojo points and rewards are not removed as a punishment.

Suspension and permanent exclusion

Only the principal, or acting principal, may decide on suspension or permanent exclusion, following current statutory guidance, trust procedures and duties relating to SEND and equality. Decisions are based on the individual circumstances. Informal exclusion, including asking parents to collect a pupil for disciplinary reasons without a formal suspension, is not permitted.

Reflection and return

Friday reflection supports all pupils and does not replace a timely response to incidents. Staff act immediately where safety is at risk. When regulated, pupils are supported to understand what happened, practise alternatives and return positively to the classroom. Staff record significant decisions and communicate with parents as appropriate.

Equality and individual pupil support

Brookfield has regard to its duties under the Equality Act 2010, the SEND Code of Practice and safeguarding legislation. We make reasonable adjustments for disabled pupils and consider whether behaviour relates to disability, unmet SEN, communication difficulties, health needs or experiences outside school. Expectations and consequences must not unlawfully discriminate.

Assessment and planning

Class staff and the SENCO consider triggers, environmental demands, communication and the function of behaviour. Support may include visual routines, sensory adjustments, movement or regulation breaks, adult co-regulation, pastoral work and explicit teaching of skills. Where necessary, a Well-being Plan and Behaviour Risk Assessment identify strategies, responsible adults, warning signs, protective actions and review arrangements.

Plans are developed with the pupil and family and shared with relevant staff. Risk assessments are reviewed after significant incidents, changes in presentation or new information, with planned reviews proportionate to risk. Lack of parental agreement must not delay necessary safeguarding or safety measures.

Families and other professionals

The Inclusion Team agrees achievable priorities with families, records agreed support and reviews impact. Where school support is insufficient, the SENCO or DSL, as appropriate, seeks advice from services such as specialist inclusion teams, educational psychology, health professionals, Family Help or children's social care. Consent is sought where required; necessary safeguarding information can be shared lawfully without consent.

Transitions and monitoring

Receiving staff receive relevant plans before changes of class or key stage. Visits, visual information and additional adult support are arranged where needed. Return after absence or suspension includes a supportive reintegration plan. SLT reviews behaviour, consequences, removals and bullying information for disproportionate effects on SEND pupils or groups sharing protected characteristics and adjusts practice where necessary.

Restrictive interventions and reasonable force

Our priority is prevention, early support and de-escalation. Staff use the least restrictive response appropriate to the circumstances and seek help early. Brookfield does not operate a no-contact policy: appropriate physical contact may be needed for care, reassurance, teaching or immediate safety.

When intervention may be necessary

School staff have a legal power to use reasonable force in limited circumstances, including to prevent an offence, injury, damage to property or disruption to good order. Force must be necessary, proportionate and used for the shortest time with no more force than needed. It must never be used as a punishment. Staff consider age, SEND, disability, health needs, communication and known trauma.

Staff use trained approaches where available and follow individual plans. Lack of specific training does not remove the legal power to act reasonably in an unforeseen emergency. Planned interventions require suitable training, risk assessment and leadership oversight. Parental consent is not required for lawful reasonable force, but families are involved in planning and review.

Regulation and seclusion

A supervised regulation break is supportive, with a responsive adult and a planned return to learning. It must not become an unrecorded restrictive intervention. Seclusion means confining a pupil away from others and preventing them from leaving. It must not be used as a routine sanction. Any exceptional emergency use is subject to necessity, proportionality, continuous supervision, immediate leadership notification and recording and reporting duties.

Individual prevention

Plans identify triggers, early warning signs, effective communication, de-escalation, relevant health risks and how to seek assistance. Any foreseeable restrictive intervention is reviewed to reduce its likelihood and duration. Staff must not use practices that compromise breathing or inflict pain to secure compliance. A pupil's refusal to follow instructions alone does not justify an unsafe or disproportionate intervention.

Recording and reporting restrictive interventions

From 1 April 2026, recording and reporting duties cover significant incidents of force and every seclusion or restraint incident, including restraint without direct physical contact. A significant force incident goes beyond appropriate physical contact in ordinary daily interaction. Brookfield records all restrictive interventions on CPOMS or an attached incident record and alerts the principal and DSL.

Written incident record

Staff involved make a record as soon as practicable, aiming for the same day. It includes pupil and staff names; SEND and relevant circumstances; date, time, location and duration; triggers and preceding events; preventative and de-escalation strategies; the intervention and degree of force; why it was necessary; injuries or other effects; medical treatment and support; pupil and witness accounts where available; parent notification and follow-up.

Informing parents

Parents are informed as soon as practicable, aiming for the same day. A written report gives the date, time, place and duration, the reason for the intervention, its nature and degree of force, and any injuries. Seclusion and non-force restraint are also reported in writing. Duties apply even where an intervention was anticipated in an agreed plan.

If reporting to a particular parent would be likely to cause significant harm to the child, staff consult the DSL and record the reasons. The incident is reported to a parent to whom it can safely be reported or, if none, to the local authority where the pupil ordinarily lives, following the statutory procedure.

Aftercare and oversight

Staff check injuries and arrange first aid or medical assessment as required. The pupil, staff and affected witnesses receive support and a sensitive debrief. SLT reviews necessity, the child's account, whether plans were followed and how recurrence can be reduced. Plans and risk assessments are updated. Complaints and concerns about staff conduct follow safeguarding procedures. Leaders and governors review patterns, including disproportionate use affecting particular groups.

Banned items and searches

Prohibited items

Pupils must not bring knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, fireworks or pornographic images into school. This also includes an article reasonably suspected of having been, or likely to be, used to commit an offence, cause injury or damage property. School rules additionally prohibit vapes and e-cigarettes and identify them as items for which a search may be made.

Authority and preparation

The principal and staff expressly authorised by the principal may search a pupil or possessions on reasonable grounds for suspecting a prohibited item or an item identified in school rules as searchable. Staff explain the reason and process and seek cooperation. They consider age, SEND, communication, dignity and safeguarding needs. Routine consensual searches require the pupil to understand and agree.

Safeguards

Normally the searching staff member is the same sex as the pupil and another staff member witnesses the search. A search without those safeguards is permitted only within the narrow statutory exception where serious harm is reasonably believed likely if it is delayed and it is not reasonably practicable to obtain the required staff. Possessions are normally searched with the pupil and a witness present. Staff follow current DfE guidance on permitted search locations and procedures.

School staff may search outer clothing, pockets and possessions only within their lawful powers. They must not require removal of clothing other than outer clothing. Force must not be used to search for items banned only by school rules. Any lawful use of force follows the restrictive intervention requirements in this policy.

Recording and confiscation

Searches for prohibited items, whether found or not, are recorded and the DSL is informed. Parents are informed as soon as practicable about searches for prohibited items, outcomes and action taken. Confiscation, return, disposal and police handover follow DfE guidance. Suspected illegal or sexual material is referred to the DSL and is not copied or circulated.

Police searches and safeguarding

School staff do not carry out strip searches. A strip search is a police matter, subject to police powers and safeguards. Calling the police does not authorise a strip search. Before requesting police attendance, leaders balance immediate safety against potential harm and consider less intrusive options, unless an emergency requires immediate action.

Advocating for the child

Staff retain a duty of care throughout police involvement. The principal and DSL ensure the child has appropriate support, privacy and reasonable adjustments and raise concerns if safeguards are not met. Staff facilitate a parent acting as the appropriate adult where possible. Police officers cannot fulfil the appropriate adult role.

Where a strip search exposes intimate body parts, an appropriate adult must normally be present. Any exception is confined to the circumstances allowed by the relevant police code and must be documented. Staff do not assume that a child's refusal of an appropriate adult removes the applicable safeguards. The police must follow the current PACE requirements for who may be present and the location of the search.

Parents and follow up

Where reasonably possible and unless there is an immediate risk of harm, staff inform parents before a strip search. Parents are informed afterwards. The DSL leads any additional action needed to protect the child where contact presents a safeguarding risk. The school records the search, those involved, safeguarding decisions and support, and reviews patterns.

After any search, staff consider the child's emotional and physical wellbeing, arrange medical support where required, and identify whether the circumstances indicate exploitation, abuse or other unmet needs. The DSL considers referrals and ongoing support regardless of whether an item was found. Any disciplinary response is considered separately from the duty to safeguard the child.

Mobile devices and allegations

Mobile phones and similar devices

Pupils must not access personal mobile phones, smart watches with communication functions or similar devices during the school day, including breaks. Where a device is needed for travel, it is switched off and handed to the school office on arrival for secure storage and collection at departure. Parents contact pupils through the office. School-owned devices are used only under staff direction.

The principal agrees and records any individual exception needed for disability, medical care or safeguarding. Unauthorised use is addressed proportionately; staff may confiscate a device for safe storage and arrange its return. Staff do not browse content as a routine sanction. Any search of a device or safeguarding evidence follows lawful powers and national guidance.

Allegations and reporting concerns

All allegations against staff or pupils are taken seriously and follow safeguarding procedures. Staff must not treat a disclosure as malicious because it is withdrawn, unsubstantiated or not proven. Children must remain confident that they can report concerns without fear of punishment.

Only where an allegation is established as deliberately invented or malicious will SLT consider a proportionate behaviour response, taking account of age, SEND and circumstances. The DSL also considers whether the child needs safeguarding, mental health or other support. Staff affected receive appropriate pastoral support through leadership and trust procedures; their right to a fair process is respected.

Staff training and policy review

Induction and ongoing development

The principal ensures new, temporary and supply staff understand expected routines, the graduated response to behaviour, CPOMS reporting, anti-bullying procedures and safeguarding routes. Staff working with individual pupils receive relevant Well-being Plans and Behaviour Risk Assessments before taking responsibility for them.

Regular training and briefings address relational practice, de-escalation, SEND, discrimination, child-on-child abuse and online behaviour, including emerging digital threats. Restrictive intervention training is matched to assessed need and role. Governors receive the information and training needed to scrutinise behaviour and safeguarding practice.

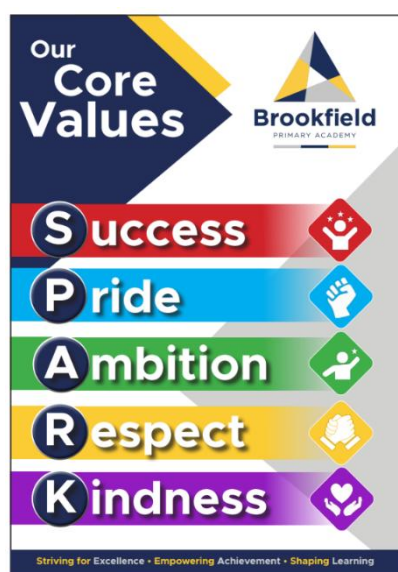
Staff support

Staff can seek advice from SLT, the SENCO and Inclusion Team, request modelling or coaching and raise concerns about the resources needed to implement a plan. Leaders arrange post-incident support and review workload, safety and wellbeing where repeated incidents occur. Staff report concerns about unsafe practice through safeguarding or whistleblowing routes.

Monitoring and review

SLT reviews behaviour and bullying information weekly and follows up urgent concerns immediately. Review considers repeat incidents, pupil and parent feedback, removals, searches, restrictive interventions and the impact of support, with attention to equality and SEND. The principal reports to the LGB four times each year and raises significant safety or safeguarding concerns sooner.

The policy is reviewed annually and earlier when legislation, statutory guidance or school practice changes. Amendments follow trust and LGB approval arrangements. The approved policy is communicated to staff, pupils and families and published on the school website. If a separate anti-bullying policy is withdrawn, its effective provisions are incorporated here first and website links are updated.



Promotion of our core Values

At Brookfield Primary Academy, our Core Values – **Success, Pride, Ambition, Respect and Kindness (SPARK)** – underpin all aspects of school life. These values are central to our ethos and guide the behaviour, attitudes and aspirations of both pupils and staff.

To ensure that our Core Values are consistently understood, reinforced and celebrated, we have a dedicated **Core Values display** prominently positioned within the school. In addition, **posters and visual reminders** are displayed throughout classrooms, corridors and shared areas. These visuals provide a clear, consistent message and act as daily prompts for children and staff to reflect upon and demonstrate our values in their learning, behaviour and interactions.

Teachers and support staff actively refer to the Core Values during lessons, assemblies and pastoral conversations. The visual displays support this by helping children make meaningful connections between expected behaviours and our school ethos. Pupils are encouraged to recognise and celebrate examples of Success, Pride, Ambition, Respect and Kindness in themselves and others.

Through the consistent use of displays, posters and shared language, we promote a positive, inclusive environment where our Core Values are lived out in practice and embedded into everyday school life.

Legislation

This policy is informed by the Education (Independent School Standards) Regulations 2014, the Education and Inspections Act 2006, the Equality Act 2010, the Children Acts 1989 and 2004, the Human Rights Act 1998 and the SEND Code of Practice.

It is read alongside Brookfield's Safeguarding and Child Protection Policy, individual Well-being Plans and Behaviour Risk Assessments, and applicable trust procedures for complaints, staff conduct and suspension and permanent exclusion.

Relevant national guidance includes Keeping Children Safe in Education 2026; Behaviour in Schools; Preventing and Tackling Bullying; Searching, Screening and Confiscation; and Restrictive Interventions, Including Use of Reasonable Force, in Schools, effective from 1 April 2026.

Recording and reporting also follow section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

This policy will be reviewed annually or sooner if guidance or practice changes. The revised policy is submitted through the trust and Local Governing Body approval arrangements before publication.