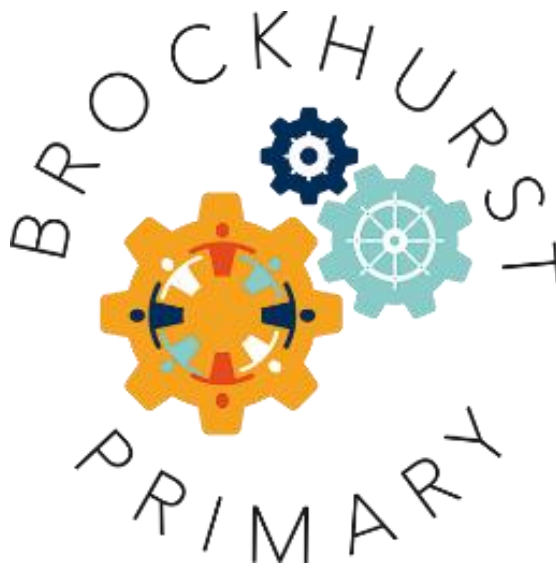



Brockhurst Primary School

Dive into learning, set sail for success!

Courage Ownership Respect Excellence

CORE Behaviour Policy



Name of School	Brockhurst Primary School
Date of Policy Issue/Review	Approved September 2024
Name of Responsible Manager/Headteacher	Mrs Shobana Kohli
Chair of Governors:	Mrs Lyndsay McLees
Signature of Responsible Manager/Headteacher	

*This policy will be reviewed annually

Brockhurst Primary School

Rationale

At Brockhurst Primary School, we adopt a preventative approach to behaviour management by encouraging all adults to look beyond behaviour and to be curious about children's needs. We aim to provide compassionate support and cooperative learning, ensuring that children feel heard and understood, accept **ownership** for their conduct and encourage others to do the same. When we work together to do this, everyone can achieve **excellence** and develop skills to overcome challenges.

Our positive and inclusive approach focuses on managing emotions and well-being, recognising that all behaviours stem from emotions. We strive to enhance emotional intelligence and literacy, believing that no child intends to behave negatively. Our goal is to educate pupils about their emotions to help them manage their behaviour effectively.

We encourage pupils to explore their emotions, understand their impact on behaviour, and learn self-regulation strategies. This is facilitated through restorative practises, self-regulation techniques, and, when necessary, natural and logical consequences. This allows everyone at our school the right to a safe learning environment free from disruptions.

Aims

- To create a safe, calm, and supportive environment for optimal learning to take place
- To foster a culture of **respect** among pupils, staff, and the wider community, ensuring that everyone treats one another with dignity and kindness.
- To clearly outline the expected behaviours and routines for all members of the school community, ensuring that these are understood and consistently applied.
- To encourage pupils to take **ownership** of their behaviour and develop self-discipline, enabling them to make positive choices.
- To actively prevent all forms of bullying, prejudice and discrimination, ensuring that every pupil feels safe and valued.
- To ensure that the behaviour policy is implemented consistently and fairly across the school, with appropriate support for all pupils.
- To ensure that all adults take responsibility for managing behaviour and follow up incidents personally
- To involve parents and the wider community in promoting positive behaviour, and reinforcing the school's values
- Fully involve parents and other agencies where appropriate in supporting children's behaviour
- To regularly review and update the behaviour policy based on feedback and changing needs within the school community.

Intent

For pupils to:

- Take ownership of their learning, their environment and behaviour
- Develop their self-confidence and self-control
- Respect others way of life and different opinions
- Develop empathy for others
- Take pride in their own achievements
- Set high expectations of themselves to enable them to be successful in school and beyond

Implementation

Roles

The class teacher is the key person responsible for the morale, welfare and climate for learning in their class. This policy is designed to support the class teacher in dealing with difficulties and we expect most issues to be overcome at this level. Where children need additional support in promoting positive behaviours, emotions and relationships, teachers work in collaboration with our SENCO and Inclusion Lead and our HSLW to provide ensure the provision that is appropriate to pupils needs.

All staff at Brockhurst Primary:

- Commit to building positive, strong, respectful relationships with pupils
- Deal sensitively with pupils in distress, listening to them and dealing with incidents appropriately
- Be alert to signs of bullying, prejudicial and racial harassment
- Always use positive praise to build self-esteem to promote **courage** and **excellence**
- Be proactive in pre-empting and de-escalating potential behaviour issues (in the classroom, whilst on duty and around the school)
- Will take every opportunity to be curious about what the behaviour is communicating
- Uphold key routines, expectations and our CORE values
- Ensure the curriculum is engaging, exciting, adapted and accessible for all
- Use our CORE values in everyday language for noticing positive and negative behaviour
- Follow our behaviour policy to meet pupil's needs, facilitate restorative conversations and support pupils in taking ownership
- Ensure Behaviour Response Plans and one-page profiles are updated as necessary to ensure pupil's needs are met
- Effectively manage disruptive behaviour and maintain positive relationships.
- Be proactive in alerting the SENCO and Inclusion Lead when understanding pupils' behaviours
- Keep parents informed of any behaviour issues and any follow up

Senior leaders (SLT) will:

- Ensure that all new staff have induction training on the school's behaviour policy
- Create an environment where staff feel confident and supported to manage incidents of poor behaviour through internal staff CPD and training through external agencies
- Liaise with external agencies such as Primary Behaviour Support, Outreach Services, Educational Psychologists, Family Support Workers etc, to support pupils with challenging behaviour.
- Ensure that behaviour records for pupils with Individual Behaviour Response Plans are shared with receiving schools at the point of transition.

The Governing Body:

- Regularly monitor and review the implementation of the policy
- Review updates from the Headteacher on the number of suspensions, prejudicial incidents, incidents of violence towards staff and pupils and incidents of positive handling.

All children:

- Should follow the schools CORE values of Courage, Ownership, Respect and Excellence
- Should take **ownership** of their choices and actions
- Should treat others as they would like to be treated
- **Respect** others views and opinions

The Role of the SENCO / Inclusion Lead

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect all grown-ups to be good role models for our children as we develop their attitudes for all aspects of life. The Special Educational Needs Co-Ordinator has a specific role in ensuring that all members of our school community feel able to fulfil these responsibilities. Central to this is the principle of putting relationships first and working together to build strong relationships that foster connection, inclusion, respect and value for all members of the school community. With this in mind, the SENCO is responsible for;

- Working closely with families to ensure that they feel heard and valued
- Ensuring that the child's voice is central to any decisions about their support
- Organising staff training that supports positive behaviour management and places a continuous focus on behaviour as a communication of emotional need
- Organising formal/informal meetings between staff and families
- Supporting staff with Solution Focused sessions and supervision
- Working with staff and families to develop and review Individual Behaviour Management Plans with a focus on positive strategies that support children to become independent in regulating their own behaviour

- Allocating additional resources (including staffing) to support with the implementation of Behaviour Response Plans
- Developing transition opportunities that foster strong relationships and include families
- Liaising with outside agencies in collaboration with families and staff

Brockhurst CORE values

- Our behaviour policy is underpinned by our CORE values to enable all children to *dive into their learning and set sail for success*. Our CORE values are our school rules.
- All adults and children can demonstrate the CORE values by:

Courage	Ownership	Respect	Excellence
<p>Stepping out of their comfort zones by attempting new tasks or subjects, even if they might struggle initially.</p> <p>Viewing mistakes as opportunities for growth rather than failures.</p> <p>Standing up for what is morally correct (themselves and others)</p> <p>Having a growth mindset</p> <p>Being empowered to voice opinions respectfully and advocate for peers when they witness unfairness or bullying.</p> <p>Being brave and participate in class discussions</p> <p>Articulating their feelings and needs so adults can support accordingly</p>	<p>Taking responsibility for their learning</p> <p>Setting personal goals and ask for support when needed</p> <p>Acknowledging their mistakes and learn from them, demonstrating accountability for their actions</p> <p>Showing commitment to learning and understand how this will broaden their horizons</p> <p>Regularly assessing their own progress (support provided where required) to act on areas for improvement</p>	<p>Following the school's CORE values and guidelines</p> <p>Speaking respectfully to peers, staff and the wider community</p> <p>Treating others with kindness (peers, staff and wider community)</p> <p>Practicing active listening, showing that they value everyone's opinions and feelings</p> <p>Embracing diversity and show respect for individuals from different backgrounds and cultures</p> <p>Demonstrating respect for school property and resources</p> <p>Taking care of the school environment and treat it with respect</p> <p>Always being good role models to peers</p>	<p>Aiming to achieve their personal best in all aspects of their learning and behaviour</p> <p>Actively seeking support and feedback to enhance their understanding</p> <p>Viewing challenges and view setbacks as opportunities for growth and learning</p> <p>Participating in activities to enhance their skills and broaden their experiences</p> <p>Being involved in celebrating everyone's successes including their own</p>

All pupils are taught how to demonstrate good behaviour when moving in and around school.

Key Routines

- All children are greeted at their classroom door by the class teacher every morning
- Everyone shows **respect** by using good manners and being polite
- We expect calm corridors and all adults insisting on **excellence** when walking around the school
- Pupils follow routines of putting their belongings away **respectfully** in the morning and getting their belongings in an organised manner for home time
- Adults lead pupils to the playground and greet children promptly on the playground at the end of breaktime. Adults will stop to 'notice' at intervals to ensure that children are walking in a sensible and safe manner

Pupil Personal Development

We actively support pupil's personal development through various initiatives that foster emotional literacy and self-regulation. We know that this will support their overall well-being and academic success in school.

My Happy Mind

Pupils have weekly 20-minute wellbeing sessions to support children in understanding their emotions, building resilience, confidence and self-esteem. My Happy Mind supports pupils to understand and take control of their mental health.

Class Community Circle

Each class participates in a weekly community circle, where pupils explore moral and social dilemmas and learn to view issues from different perspectives, promoting empathy and understanding.

Stormbreak

We implement the Stormbreak programme, which teaches pupils effective self-regulation strategies, helping them manage their emotions in challenging situations.

Zones of Regulation

We use the Zones of Regulation framework to enhance pupils' emotional literacy, enabling them to identify their feelings and apply appropriate self-regulation techniques.

Together, these practices empower our pupils to develop essential social and emotional skills, preparing them to navigate their emotions and interactions successfully.

Rewards

Recognition for Demonstrating Positive Behaviours

Positive Praise

All adults in the school will recognise pupils who demonstrate our school CORE values and give them specific positive praise to highlight this. E.g:

Courage: Despite being nervous, you had the courage to speak up during the class discussion.

Ownership: Well done for taking ownership of your words and apologising to your friend.

Respect: You have shown respect by taking turns and sharing the resources.

Excellence: Wow, you have tried so hard to improve your story! Well done for showing excellence.

Recognition Boards

Each class will display and use 'Recognition Boards'. These will be age appropriate and will vary in style from class to class. However, the principle of them is consistent: we are one team, focused on one learning behaviour and moving in one direction. We pursue the behaviour we want by enthusiastically recognising it and reinforcing it. The recognition boards foster a positive interdependence in the classroom.

There is no link between the recognition boards and any sanctions – one does not cancel out the other.

CORE Values Stickers

Pupils who are recognised for demonstrating the CORE values can be awarded a CORE values sticker. Any adult can award these and there is no limit per pupil to receive CORE values stickers.

House Points

Each pupil is assigned to a House (Excalibur, Victorious, Alliance and Vanguard) and House points are awarded for displaying positive behaviours linked to our CORE school values. House point totals are shared weekly with parents and pupils. The aim is to be the House point cup winner at the end of the half term. The House Team with the most points at the end of the term have a team reward.



Certificates and Awards

Learner of the Week

One pupil from each class is recognised by teachers who has shown **excellence** in their learning. Certificates are given out during the weekly celebration assembly. Parents/carers are invited to attend Celebration assemblies if their child is the 'Learner of the Week' and have the opportunity to take pictures of their own child at the end of the assembly, followed by a biscuit and a drink (squash) for the Learner of the Week.

Brockhurst Ambassadors

Teachers and support staff will nominate a pupil from their class who has displayed one of the CORE values who will receive a CORE value certificate. Once a pupil has received a certificate for each CORE value and embedded the school CORE values, they will then be nominated for a Brockhurst ambassador badge by the class teacher. Pupils can achieve a Brockhurst Ambassador badge every year (they differ in colour).

Governor Excellence Award

Teachers will nominate a pupil from each year group at the end of a half term who has consistently worked hard on their learning and behaviour. The Chair of Governors will award a Governor Excellence Award to pupils who will receive a certificate and an Excellence badge to wear.

Dojo Message Home

Joint working, communication and respect underpins our work with parents and carers. Teachers will send positive messages home for pupils who have stood out to recognise their hard work and effort.

Postcards

The Senior Leadership Team will send home 3 postcards per week in recognition of over and above behaviour, including excellent effort with learning. The postcard will contain a personalised note explaining why the pupil has stood out to receive recognition in this way. SLT will keep a record of who has received a postcard throughout the year. Pupils can receive more than one throughout the year.

Afternoon Tea with the Headteacher

Once a term, children who consistently demonstrate over and above behaviours can be nominated by their class teacher to have 'Afternoon tea with the Headteacher'. This is an opportunity to share their learning, success and be praised for their individual efforts and contribution to the school.

Although records will be kept of recognition given, these acknowledgements are made when demonstrated and NOT on a rota system.

Individuals

Some pupils may benefit from an individual reward system. This will be established in discussion with SLT to ensure consistency and appropriateness of targets. Other agencies may also be involved in this. Parents should always be informed if this is in place.

CORE Relational Consequences

On all occasions, children will be encouraged to make positive choices and be provided with the opportunity to do so.

Staff will support this by:

- Using positive reinforcement
- Having positive individual conversations
- Given non-verbal signs and reminders about expected behaviours and school values
- Giving clear and concise instructions

When a child falls below our behaviour expectations, and de-escalation strategies have not enabled them to modify their behaviour and self-regulate, staff will give a:

Step 1 – Reminder – I have noticed.... I wonder if...

Step 2 – Warning – I have noticed ... this is now a warning.

If the pupils needs have been met but the behaviour continues, then follow step 3:

Step 3 – Reflection and repair time

We understand that pupils sometimes need help and support to regulate their emotions and understand behaviour expectations. It is for this reason that we provide pupils the opportunity to reflect and repair to understand natural and logical consequences so that they can take ownership of their behaviour.

*In certain cases, behaviours will be a reflection of individual needs as identified in EHCP/IBMP. These may mean individualised sanctions will be used, in agreement with SLT.

Reflection and Repair Organisation

Details of arrangements for reflection:

- In all year groups, the teachers own classroom should be used for 'Reflection Time' as outlined in Core Relational Consequences, however sometimes it may be appropriate for pupils to do this in their partnering class. Class teachers will decide which is appropriate.
- Each classroom will contain a 'reflection station'. An empty unused table, where a pupil from the other year group class can come to have reflection and repair time before an adult from their class collects them after they have had their logical consequence. Restorative forms as outlined on page 14 should be set up for children to reflect.
- If a pupil arrives at a class to use the reflection station, they should be acknowledged positively for using it and allowed to do so without any further questioning.

CORE Relational Consequences KS1



CORE Values

- Courage
- Ownership
- Respect
- Excellence

Step 1
Reminder

Private Individual Conversation:
I have noticed... I wonder if ...



Step 2
Warning

Private Individual Conversation:
I have noticed ... this is now a warning



Restorative conversation linking to the CORE values
If my needs have been met, and the behaviour continues follow the step 3



Step 3
Reflection and Repair
Time

Related
Respectful
Reasonable

Not trying my best effort in learning	5 minute Reflection and Repair	Class Teacher
Not using respectful language	5 minute Reflection and Repair	Class Teacher
Refusal to follow instructions	5 minute Reflection and Repair	Class Teacher
Provoking or encouraging others to break CORE values	5 minute Reflection and Repair	Class Teacher
Swearing, threatening others, being disrespectful	10 minute Reflect and Repair	SLT
Damaging school property or others property	10 minute Reflect and Repair	SLT
Repeated work refusal	10 minute Reflect and Repair Complete learning	SLT
Leaving the classroom without permission	10 minute Repair Complete learning	SLT
Prejudicial language	15 minute Reflection and Repair	SLT
Hurting others physically (provoked or unprovoked)	15 minute Reflection and Repair	SLT



All repair time to be followed up with a restorative conversation/ teach to change the child's response for next time. Staff to discuss natural or logical consequence. Communicate with parents.



All repair time to be followed up with a restorative conversation/ teach to change the child's response for next time. Staff to discuss natural or logical consequence.



Adult investigate incident from all sides

CPOMS and notify parent in person or class dojo

*Year R - Reflection and Repair out for x minutes (same as age or as appropriate)

In rare circumstances, when there is a violent incident, ensure you let SLT know straight away so that this can be investigated.

CORE Relational Consequences - KS2



In rare circumstances, when there is a violent incident, ensure you let SLT know straight away so that this can be investigated.

Natural and Logical Consequences and Relationship Repair

Consequences help show pupils that they have an impact on the world and can help to establish secure boundaries. It is important that consequences are natural or logical in order to show cause and effect e.g. the consequences need to be clearly linked to the behaviour. Pupils who have experienced difficulties in early childhood can often have beliefs that they must be inherently 'bad', rather than recognising that it is the behaviour that is causing the problem.

All consequences should be clearly connected and linked to the behaviour. The consequence is then explained as being a result of a choice the pupil made, rather than being experienced as a punishment. This will help pupils to begin to realise they have an impact on the world. Consequences are a part of building and strengthening relationships.

Natural Consequences

Natural consequences occur without staff having to do anything e.g. when a pupil doesn't complete their learning, they will have to complete it outside of the lesson, if they refuse to wear a coat outside and it rains they will get wet, if they walk out of class they miss the instructions and won't understand the work. This helps pupils to learn cause and effect. It is also a time for staff to provide nurture. This will support pupils to learn that they can trust adults to help them, and that when they make a mistake they will still be valued by adults who care about them whilst understanding cause and effect.

Although natural consequences can help pupils, there are times where natural consequences are not suitable:

1. When pupils could be at risk e.g. putting themselves or others in danger
2. When natural consequences have negative impacts on others or themselves e.g. damaging others property / hurting other people

Logical Consequences

If natural consequences are not possible or safe teachers will use logical consequences. These are consequences that are enforced by the adult in charge and should be directly linked to the behaviour.

For example, if a pupil is playing with a football in class, after being told to stop and it hits somebody.

The Natural Consequence is that they have hurt someone and they will feel bad. This behaviour is unsafe, so a logical consequence is likely needed.

The logical consequence is that the pupil's football is removed for the rest of the day and they work with an adult to apologise for hurting the other pupil.

Pupils should then have a better understanding.

E.g., If I don't listen when I am doing something unsafe, then I will not be able to play responsibly and have to repair the damage to someone else.

When thinking of Logical consequences all adults will use the 3Rs of consequences: •

- **Related** – Must be related to the behaviour
- **Respectful** – Ensure not to blame or shame the pupil.
- **Reasonable** – The pupil and the adult must see the consequence as reasonable.

This consequence will be carried out with empathy by staff.

Examples of Logical Consequences

- If the pupil is not being **respectful** when they are walking around school or lining up, they will have to queue with an adult.
- If the pupil walks out of lesson and misses their learning, they will have reflection and repair time where they complete the work missed and repair their relationship with the class teacher.
- If a pupil breaks something out of anger or when dysregulated, they will have time with an adult to regulate. Once calm they will have repair time to tidy up or even helping the site manager to fix what is broken.
- If a pupil says something inappropriate to a member of staff they will have reflection and repair time. They will be supported to repair the relationship through a restorative approach unless not deemed appropriate.
- A pupil waves scissors around. The scissors are removed for the remainder of the art lesson. A logical consequence of reflection, repair and teaching the pupil about why scissors shouldn't be waved around.

Relationship Repair

Some pupils may not have experienced relationship repair, so staff will model this to children. Staff will help them to learn that although relationships may experience a rupture (e.g. you implemented a logical consequence), there is always the possibility of repair, and that your relationship is stronger than the incident.

For example:

It is ok to admit you may not have reacted how you would have liked in the moment.

Sometimes we can be dysregulated in the moment and need time to reflect on our actions. You may want to think about how the incident affected you and why it may have caused you to react in that way.



Staff will:

- Give time to pupils who need time to regulate before speaking to pupils.
- Model how to apologise if the pupil isn't sure how to apologise. This is an important skill to model for pupils.
- **Staff will hold a PACE-ful stance (Playfulness, Acceptance, Curiosity, Empathy)** when having the repair conversation. Being curious about why the pupil carried out the behaviour to give an insight into their feelings that triggered the event.
- Staff will empathise with pupils, and help them put meaning to their behaviour.

Restorative Conversations

Following step 3, all reflection and repair time will be followed by restorative conversations which are important to ensure that a pupil reflects on their behaviour and understand the impact that their behaviour has on others. During the repair stage, pupils will be supported through a restorative approach to enable them to reflect and repair.

Restorative conversations should be led by the adult who dealt with the behaviour, following the format below.

Restorative Conversation					
Name	Date				
How are you feeling?					
					
Scared	Annoyed	Angry	Sad	Worried	Other
What happened?					
What happened before/ after that?					
Who was affected?					
How were they affected?					
How are you going to take ownership ?					
What is the natural consequence? What is the logical consequence?					
How can you do things differently next time? Link to CORE values					
Completed with:					



**EYFS
and KS1**

KS2

Suspension and Exclusion

The school will promote a policy of inclusion but in extreme circumstances the Headteacher may have to consider the possibility of suspension in the interests of safety and well-being of all the children. Occasionally, the Headteacher may have to consider permanent exclusion in the best interests of safety and the well-being of all of the children. This would only happen if all other avenues had been explored.

The Power to Discipline Beyond the School Gate

Disciplining beyond the school gate covers the school's response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The Governing Body must be satisfied that the measures proposed by the school are lawful. Any poor behaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school. Or, misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter and agree a way forward.

Prohibited Items

Items (including, but not limited to the following) are not allowed to be brought onto the premises by pupils:

- Weapons (including replicas and toys, and knives of any kind);
- Alcohol, tobacco, vapes, drugs or solvent based products
- Cigarette lighters, matches, fireworks and aerosols

The Headteacher or a member of the SLT will deal directly with such incidents accordingly and they will be recorded on CPOMS. Parents will be contacted as well as other outside agencies if this is deemed a necessary or appropriate measure.

Mobile phones and smart watches are not to be used on the school site, but phones may be brought to school for communication and safety purposes on the way to and from school. Phones must be handed to the class teacher on arrival and will be handed back at the end of the school day.

Lunch/playtimes

Lunchtime staff will award House points for good behaviour, good manners, role-modelling and helpfulness. We also have a weekly lunchtime raffle on North Campus and a lunchtime star of the week in celebration assembly on South Campus.

- Play Leaders will act as positive role models for the other pupils on both campuses
- Inappropriate behaviour at lunch/break time will result in the same consequences as followed in school
- A lunchtime nurture provision is run by the SENCO and Inclusion Lead to provide additional support for pupils who find lunchtimes challenging

- Lunch time Reflect and Repair Time for pupils who are following a logical consequence is supervised by SLT and occasionally class teachers
- Any issues of poor behaviour at lunchtime, will be recorded on CPOMS for the class teacher and SLT to monitor.
- Lunch/play time rotas may be implemented where issues arise between individuals
- Pupils to spend part or all of playtimes and/or lunchtimes under direct supervision of school staff, e.g. Headteacher, SLT, SENCO
- Lunchtimes at home in partnership with parents or in extreme circumstances lunchtime exclusions

Incidents of Extreme Behaviour

'Extreme' behaviour is identified from the following list:

- Incidents of physical violence
- Use of foul or abusive language
- Continued deliberate defiance
- Continued refusal to follow instructions
- Deliberate damage to property
- Any action considered to be a danger to self or others
- Leaving the school site without permission
- Any other action which the Head teacher or SLT consider to be within the scope of very poor behaviour

Strategies to Challenge and Support Extreme Behaviour

A wide range of strategies are used to challenge and support the pupil where a change in behaviour is needed. These may include:

- Parents/carers telephoned or contacted by letter and informed of the very poor behaviour
- Parents and school staff meet to discuss how to change poor behaviour pattern of child
- Child isolated from other children (Inclusion)
- Time spent in another classroom/complete their work with a member of SLT
- Use of cool down areas/individual work stations/regulation station
- Visual timetables/ now and next cards
- Child to take a Home Link Book home each day for a fixed period
- Parents/carers called to re-settle a pupil to their work
- A reduced timetable agreed with parents/carers and the Hampshire Inclusion Team
- In some very severe cases of inappropriate behaviour the Headteacher may decide to exclude a child for a fixed period or permanently. This measure would only be used in extreme cases and in line with County and National guidance (see exclusions guidance)

Monitoring

Behaviour Response Plans (BRP'S) and incidents logged on CPOMS (our tracking software program) will be monitored by SLT and trends identified. These will be acted upon as appropriate and reported to the Headteacher and Governors regularly.

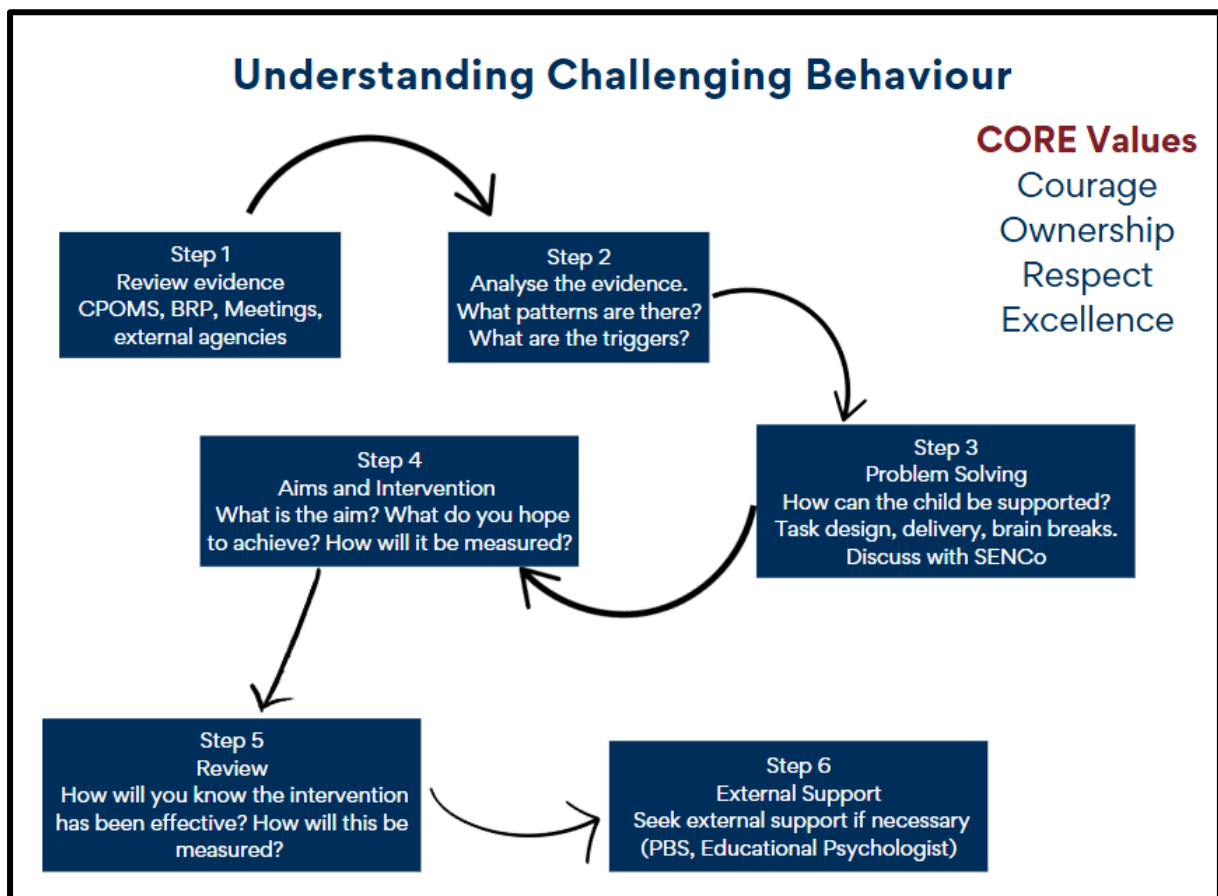
Where instances reoccur more frequently, class teachers will work collaboratively with SENCO and SLT to develop specific behaviour plans (BRP's).

Class teachers are responsible for tracking and monitoring the use of positive communication to parents and carers throughout the year.

Incidents of racist behaviour, violent behaviour, homophobic, biphobic or transphobic (HBT) bullying will be reported to the Local Authority.

All safeguarding/Prevent Duty concerns will be reported to the Designated Safeguarding Leader who will follow the appropriate Local Authority and National Guidelines.

Understanding Challenging Behaviour



At Brockhurst Primary School we seek to develop an understanding of challenging behaviour and follow the steps of Intervention outlined below:

Recognising when Children Need Further Help

We acknowledge that some pupils may need further support in adhering to school expectations. The school emphasis on establishing good relationships with every pupil ensures that the underlying reasons for some unacceptable behaviour may be recognised and understood. In certain cases where such behaviour is persistent or extreme, it may be necessary to work with a class teacher, parents, Special Educational Needs Coordinator (SENCo) and Headteachers to agree an individual Behaviour Response

Plan (BRP). This document will identify a clear plan of action for supporting the individual needs of the pupil, along with a clear set of expectations.

Other agencies such as Primary Behaviour Support (PBS), Education Psychologist (EP), Child and Family Therapy, school nursing team, Early Help Hub (EHH) or Social Services, may also be consulted with parental consent.

Physical Intervention

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a pupil or other pupils safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force. We have a separate policy which gives more detailed guidance on the use of restrictive physical intervention. This policy is available to parents on our website.

Review

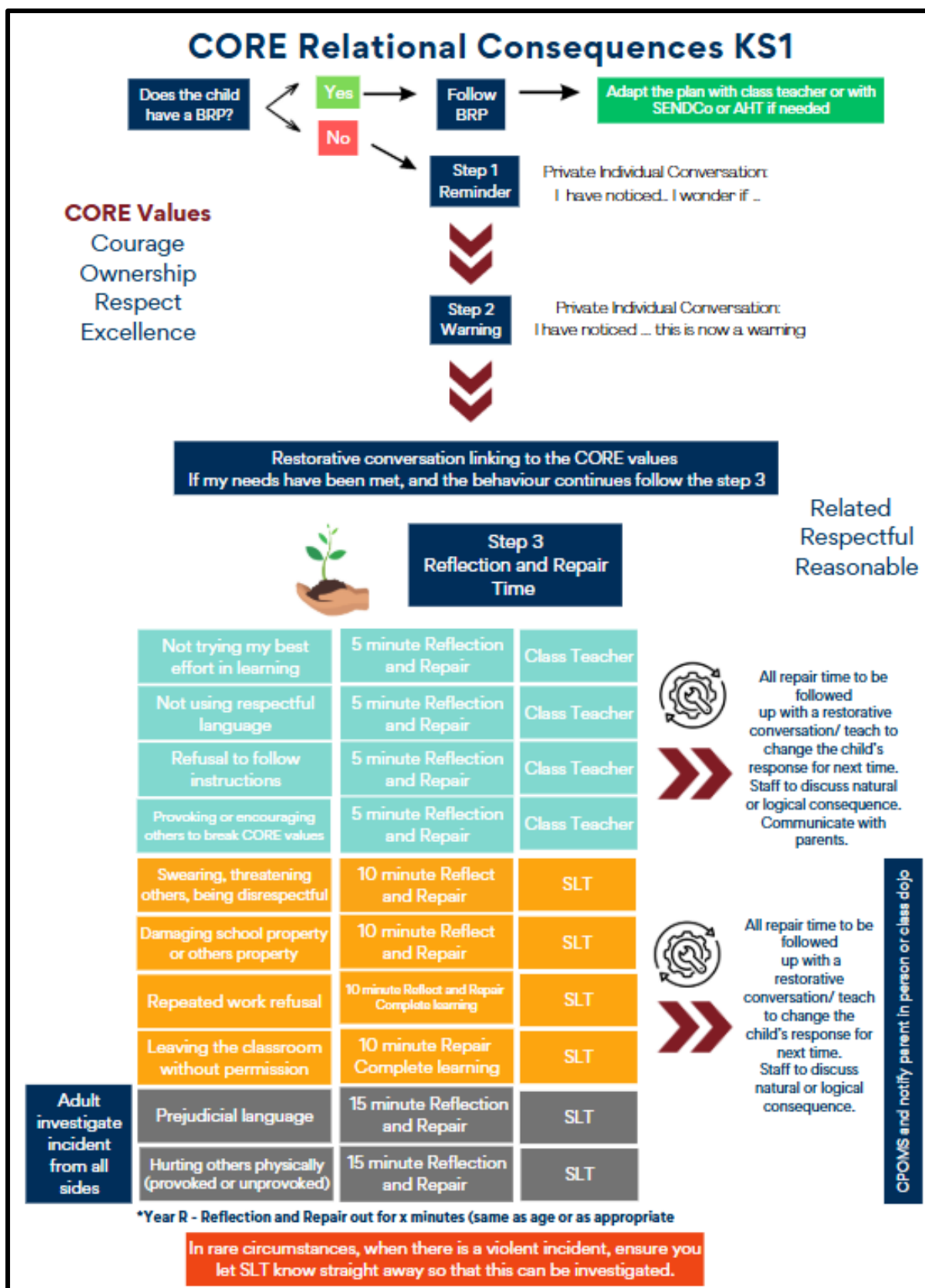
This policy was originally written in consultation with parents, children and staff in Spring 2020, updated Summer 2022 and Autumn 2024. It is to be reviewed annually.

Policy Links

- PSHE Policy
- Anti-Bullying Policy
- Physical Intervention Policy
- Safeguarding Policy
- Child Protection Policy

References

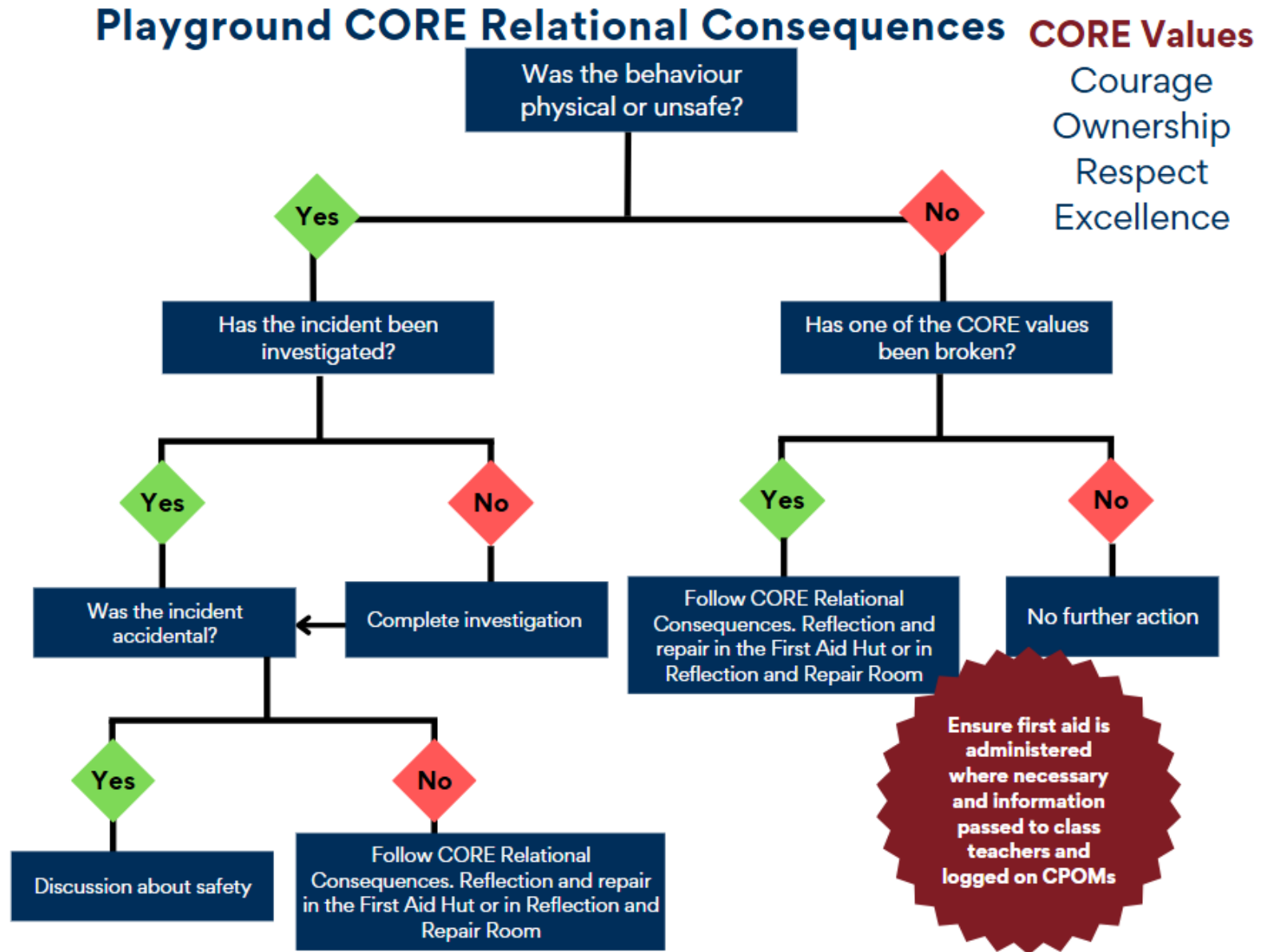
- Behaviour in Schools Guidance (February 2024)
https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf
- Early Career Framework (2024)
<https://www.gov.uk/government/publications/early-career-framework>
- EEF - Improving Social and Emotional Learning in Primary Schools
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>











In rare circumstances, when there is a violent incident, ensure you let SLT know straight away so that this can be investigated.

CPOMS and notify parent in person or class dojo



Appendix 4 – Restorative Conversation Form

Restorative Conversation					
Name	Date				
How are you feeling?					
					
Scared	Annoyed	Angry	Sad	Worried	Other
What happened?					
What happened before/ after that?					
Who was affected?					
How were they affected?					
How are you going to take ownership ?					
What is the natural consequence? What is the logical consequence?					
How can you do things differently next time? Link to CORE values					
Completed with:					

Appendix 5 – Staff Scripts

When a child is visibly upset but not speaking:

(Courage & Respect):

"It's brave to feel and show your emotions. I respect that you're going through something tough right now. I'm here if you want to share or if you'd just like to sit with me for a moment."

Why : Encourages bravery in expressing feelings and demonstrates respect for their current state.

When a child is shouting or refusing instructions:

(Ownership & Respect):

"I can see you're feeling frustrated, and that's okay. Let's take a moment to talk about what's going on. How can we work together to make this better?"

Why: Encourages the child to take ownership of their emotions while respecting their feelings and inviting collaboration.

When a child is trying to leave the classroom or space

(Respect & Courage):

"I understand you want to leave right now. Can you help me understand why? Let's work together to make sure you feel safe before making any decisions."

Why: Respects their need for space while encouraging courageous communication

When a child is crying:

(Excellence & Respect):

"You're showing great courage by letting your feelings out. It's okay to cry, and I'm here to listen when you're ready. Together, we can figure out the next best step."

Why: Promotes emotional excellence by acknowledging that expressing feelings is part of self-regulation.

When a child is non-verbal or shutting down:

(Courage & Excellence):

"I notice you're quiet right now, and that's okay. It takes courage to process your thoughts. I'll stay with you until you're ready to share or let me know how I can help."

Why: Acknowledges the child's emotional processing and emphasises excellence in self-awareness.

When a child is angry and making negative statements:

(Ownership & Respect):

"You're feeling angry, and that's alright. Let's take ownership of how we handle that anger. I respect your feelings, and together, we can find a way to feel better."

Why: Encourages responsibility for their emotions while respecting the validity of their experience.

When a child is overwhelmed and overwhelmed with tasks:

(Excellence & Courage):

"It can feel overwhelming when there's so much to do. You're showing courage just by sticking with it. Let's break it into steps together so you can do your best work."

Why: Focuses on striving for excellence while acknowledging the bravery in asking for help or continuing to try.

General calming strategy (applicable to any situation)

(CORE values combined):

"I know things feel hard right now, but you're showing courage just by staying here. Let's take ownership of this moment and find a solution together. I respect how you're feeling, and I'm here to help you do your best."

Why: Integrates all CORE values to provide holistic support and encouragement.

Key Techniques for Staff:

- Use a calm tone and open body language.
- Avoid saying "calm down" directly as it can escalate the situation.
- Keep sentences short and simple.
- Provide choices to help the child regain a sense of control (e.g., "Would you like to sit here or over there?"). Keep the choices down to 2 where possible.
- Match the child's energy level initially, then model calm behavior to guide them.

Embedding CORE Values:

Courage: Highlight their bravery in handling difficult emotions.

Ownership: Encourage responsibility for their actions and emotions.

Respect: Treat their feelings and choices with empathy and understanding.

Excellence: Motivate them to strive for their best in managing challenges.