Behaviour Policy
Brooklands

Prepared Respectful and Safe

Approved by:	Full Governing Body	**Date:**	01/09/2026
Person Responsible:	Headteacher		
Last reviewed on:			
Next review due by:	01/09/2028		

OVERVIEW

This policy sets out our aims and expectations relating to the positive behaviour, emotional wellbeing and attitudes of the members of the school community.

At Brooklands School, we are committed to ensuring that all pupils feel **Prepared, Respectful and Safe**.

The development of personal qualities through valuing and supporting each individual lies at the heart of the School Aims and Values Statement. Positive teaching and learning activities and experiences can only be sustained in an environment which is well ordered and managed. There must be appropriate, fair, agreed and well understood strategies for developing and maintaining positive learning and social behaviours.

The school recognises that behaviour is a form of communication. Many pupils may experience difficulties with communication, emotional regulation, sensory processing, social interaction or mental health. Staff will seek to understand the underlying reasons for behaviour and respond in a supportive, consistent and proportionate way that promotes learning, wellbeing and dignity.

This policy should be read alongside the Anti-Bullying Policy, Child Protection and Safeguarding Policy, Positive Handling/Restrictive Physical Intervention Policy, Attendance Policy and Equality Objectives.

It may also be appropriate to refer to the school's Restrictive Physical Intervention (RPI) Policy where necessary.

AIMS OF THE POLICY

By working together we will aim to provide:

For Pupils

• A safe, supportive and stimulating learning environment which is free from bullying in all of its forms (see Anti-Bullying Policy).

• Identification of needs and appropriate strategies to meet them.

• Support to become responsible for and manage their own behaviour.

• Support to develop emotional literacy, resilience, self-regulation and positive relationships.

• A consistent approach across school that promotes positive behaviour, communication and wellbeing.

• A sense of belonging where diversity, individuality and protected characteristics are respected and celebrated.

• Positive role models from staff and other members of the school community.

• Fair and consistent systems of rewards.

• PSHE programmes which underpin a whole-school approach and encourage pupils to:

- Value the rights of the individual.
- Develop empathy and respect for self and others.
- Develop self-esteem and confidence.
- Exhibit politeness and consideration for others.
- Respect the school environment and routines.

For Staff

• A safe, supportive and well-ordered working environment.

• Access to appropriate training and information.

• Appropriate guidance and support from Governors and School Leaders.

• A team approach which acknowledges that asking for help is a sign of professional strength.

For Parents and Carers

• Confidence in the school and its staff.

• Supportive contact with school staff.

• Access to specialist support and guidance.

• Involvement in drawing up Behaviour Support Plans and Risk Assessments.

GOVERNORS FULFIL THEIR RESPONSIBILITY BY

• Monitoring, evaluating and reviewing the Behaviour Policy.

• Observing practice within school to ensure that educational, social and behavioural needs of pupils are met.

• Setting up and implementing complaint procedures.

• Ensuring that behaviour, wellbeing and safeguarding systems are effective and promote the safety and dignity of all pupils.

PRINCIPLES

All members of the school community are entitled to work and play without threat, fear or disruption.

• We recognise that positive behaviour is developed through strong relationships, consistent expectations, effective communication and high-quality teaching.

• We will promote a culture of fairness, mutual respect, trust, appreciation and honesty.

• We will recognise, encourage and reward positive behaviour.

• We will challenge unacceptable behaviour and support pupils to work with us to improve this.

• We will always challenge bullying, including cyberbullying, prejudice-based and discriminatory bullying. All incidents will be dealt with promptly in accordance with the school's Anti-Bullying Policy and recorded on CPOMS.

• Any concerns relating to child-on-child abuse, sexually harmful behaviour or inappropriate sexualised behaviour will be managed through safeguarding procedures and recorded on CPOMS in line with the Child Protection and Safeguarding Policies.

• We will, as far as possible, discuss and negotiate with pupils about their own behaviour and set realistic targets.

• We will discuss actions, not the person.

• We will work towards our shared rules of "Be Ready, Be Kind, Be Safe."

• We will maintain calmness and avoid confrontation.

• We will use de-escalation, restorative conversations and positive behaviour support strategies wherever possible to reduce anxiety, support emotional regulation and help pupils learn from incidents.

• We will learn about and comply with the principles and practices of Team-Teach and will use appropriate physical interventions only to prevent harm and in accordance with agreed guidelines.

• Positive handling or restrictive physical intervention will only be used as a last resort, when there is an immediate risk of harm to the pupil or others, and always in accordance with the Positive Handling/RPI Policy and Team-Teach guidance.

• We will ensure that the school's Team-Teach Trainers have access to the material resources and professional support needed to carry out their roles.

• Through this approach, alongside our curriculum, personalised EHCP outcomes and positive behaviour support systems, pupils will develop the knowledge, skills and personal qualities needed for adulthood.

• By following the Brooklands Way, pupils will leave school as respectful, safe and prepared young people who can participate positively in their communities, build meaningful relationships and lead as independent a life as possible.

IMPLEMENTATION

• The school will ensure that all pupils are offered an appropriate curriculum designed to meet their individual needs. The content should be motivating and stimulate their desire to learn and participate fully.

• Staff will take account of pupils' individual needs, including SEND, communication profiles, sensory needs, medical needs, trauma experiences and EHCP outcomes when planning support and responding to behaviour.

• Pupils' efforts to work and behave well will be encouraged and rewarded through praise, the Bee Scheme and class-based systems.

• Achievement and success will be celebrated publicly through Golden Bee Assemblies and weekly Bee Token Assemblies.

• Pupils' work will be recognised through inclusion in displays within classrooms and public areas of the school.

• Most pupils will be involved in discussion, decision-making, role play and conflict resolution.

• PSHE modules enable pupils to develop an understanding of right and wrong and explore relevant aspects of their rights and responsibilities within school, their families and the wider community.

• The curriculum, including PSHE, Relationships Education, Personal Development and Preparation for Adulthood, supports pupils to develop self-awareness, emotional regulation, positive relationships, online safety and responsible citizenship.

• Pupils who, for a variety of reasons, present behaviour that challenges will be supported through individual Behaviour Support Plans and Risk Assessments based on careful observation, recording and assessment of need.

• Behaviour Support Plans will identify triggers, functions of behaviour, proactive strategies, de-escalation techniques and desired outcomes using Positive Behaviour Support principles where appropriate.

• These plans will set out strategies for managing behaviour and describe any agreed physical interventions that may be required in accordance with the Positive Handling Policy and Team-Teach guidance.

• Behaviour Plans and Risk Assessments will be monitored regularly and discussed with parents, carers and relevant professionals. They will form an important part of the Annual Review process.

• All adults will model the school rules and the positive behaviour they expect from pupils. They will use praise, rewards and sanctions fairly and consistently and work collaboratively to support pupils and each other.

• Staff will receive ongoing professional development in behaviour support, safeguarding, communication approaches, emotional wellbeing, Team-Teach and SEND-specific strategies.

• The School Council will provide a forum for pupils to discuss related issues and contribute to school behaviour systems and rewards.

• The school values its strong links with a range of professionals within education, health and social care who provide specialist expertise in supporting pupils and families.

BULLYING PREVENTION

The school takes a proactive approach to preventing bullying and promoting positive relationships.

• Bullying is not tolerated in any form.

• Pupils are taught how to recognise, report and challenge bullying safely.

• Anti-bullying education is delivered through assemblies, curriculum learning, PSHE and pupil voice activities.

• All allegations of bullying will be investigated promptly and dealt with in accordance with the school's Anti-Bullying Policy.

• Appropriate support will be provided for both those experiencing bullying and those displaying bullying behaviours.

• All incidents will be recorded and monitored through CPOMS.

RECORDS AND MONITORING

Following any serious behaviour incident, safeguarding concern or Restrictive Physical Intervention (RPI), a CPOMS record will be completed as soon as possible and always before the end of the school day.

All reports will be reviewed by members of the Senior Leadership Team and any required actions will be implemented.

Behaviour incidents, bullying incidents and RPI records will be monitored regularly by school leaders to identify patterns, trends, equality considerations and any additional support required.

Information gathered from behaviour records will be used to inform staff training, provision planning, behaviour support plans, risk assessments and whole-school development priorities.

Parents and carers will be informed of significant incidents and involved in reviewing support strategies where appropriate.