

CHBP School Federation

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'As a federation, and as individual schools, we are committed to the wellbeing of all of our community - this is an integral part of each school's culture and ethos. Policies are formulated and implemented with this in mind, placing the wellbeing of all at the forefront at all times.'

Behaviour Policy

November 2025

	Date
APPROVED BY COMMITTEE / GB	Autumn 2026
RATIFIED BY GOVERNING BODY (GB)	21.10.26
NEXT REVIEW DUE	Autumn 2027

Legal Framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2026'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- DfE (2026) 'Restrictive interventions, including use of reasonable force, in schools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- PSHE policy
- Anti-bullying Policy
- Online safety Policy

CHBP Federation Rights and Responsibilities

- We have the responsibility to listen to others.
- We have the responsibility to express our views and opinions respectfully.
- We have the responsibility to talk politely all of the time.
- We have the responsibility to work hard and try our best.
- We have the responsibility to be kind and friendly.
- We have the responsibility to respect each other and equipment.
- We have a responsibility to keep the school tidy so that it is a welcoming environment that we can all be proud of.
- We have the responsibility to look after our own and others' property.
- We have the right to an education.
- We have the right to be treated fairly.
- We have the right to feel safe at school.
- We have the right to a positive learning environment.
- At CHBP we will solve our problems by being honest and being willing to talk through our difficulties and differences.

Introduction

This behaviour policy has been developed with the help and support of representatives of all stakeholders of the CHBP Federation – staff, parents, governors and children and is underpinned by the federation’s key behaviour principles. The children, in particular, have been included in the consultation process and have given their views and ideas on the effectiveness of the rules, rewards and consequences. This policy offers a good foundation for promoting positive behaviour throughout the federation and supports the children to make the right choices about their behaviour.

Aims

- Provide a safe and supportive environment for all children and adults
- Help children develop responsibility for their own behaviour
- Encourage positive approaches to managing behaviour that support effective teaching and learning across the schools
- Encourage positive relationships between children, staff, parents and the community.

Roles

- Teachers and support staff are responsible for modelling expected levels of behaviour. They are responsible for upholding the schools’ rules and principles – listening to the concerns of children and their parents/carers. They are also responsible for the physical and emotional safety of others, especially children.
- Children are responsible for their own behaviour and have a responsibility to look out for the safety of others, especially younger children.
- Parents are responsible for helping their children understand and follow the school’s rules and to work with the school to ensure appropriate behaviour
- Governors are responsible for supporting the behaviour policy and ensuring it is reviewed regularly.

Values

We have 6 core values that we teach to our children

Friendship

Courage

Determination

Respect

Kindness

Patience

Proactive Strategies

Staff must work together to ensure good standards of behaviour. Staff are consistent in their approach to what is expected of children. There is a whole school approach to rewards and sanctions in order to respond to children whose behaviour choices impact on the education, safety or emotional wellbeing of others and themselves.

Staff recognise that behaviour is a communication. Children are supported to use emotional literacy to identify and explain their emotions through emotion coaching.

Classes may have their own reward system, however these must relate back to the rights, responsibilities – these may be raffle tickets or marbles in the jar etc. Sweets and gifts must not be given as rewards or prizes.

Time should be allocated for children to discuss any friendship issues or concerns around behaviour through circle times. Where appropriate, children will be offered a space within or close to the classroom go to calm down or control impulses when angry, worried or anxious. There is also opportunity for 1:1 time with Tracy, where appropriate.

The 'Special Educational Needs and Disability Regulations 2014' and 'The Equality Act 2010'

The school recognises its legal duty under the equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. We recognise that for a number of children whose behaviour is because of a specific SEND need, it may be that the whole school reward and consequence system is not appropriate. A more personalised approach may be necessary to support them in developing the ability to regulate their own behaviour. They may require an individual plan agreed between the pupil, staff, and parents to support their social and emotional development. The support of outside agencies, an educational psychologist, medical practitioners and/or others, will always be requested where deemed appropriate. SEND support services and Educational Psychologists offer invaluable support and we will explore all options when trying to support those considered most vulnerable at our school. We will work with parents to create the plan and review it on a regular basis.

As stated in regulations, CHBP Federation will not treat SEND pupils less favourably and will make reasonable adjustments to ensure that they are not disadvantaged. This allowance also includes those children who are looked after (LAC). **The consequence system may be different for these children in order to match their age and stage of development and understanding.** We look at person-centred planning. That means making the provision fit the person and not the other way round. We will use trauma informed approaches and SEND best practice.

Emotion Coaching

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach our children about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling heard. This activates changes in the child's neurological system and allows the child to calm down.

Steps in coaching

Step 1- Notice and Empathise

Step 2- Label and Validate (Name the emotion) (**connect**)

Step 3 – Set limits/boundaries (**redirect**)

Step 4- Problem solve

Examples of Rewards

- House points and Dojos
- Achievement certificates
- Stickers
- Communication with parents
- Extra playtime
- Cooper, Truffle or Marvin time
- Termly class rewards.

Low-Level Disruptive Behaviour

Examples of low-level disruptive behaviour are:

- Talking at inappropriate times
- Getting out of seat at inappropriate times
- Shouting/calling out
- Ongoing fidgeting
- Unfairness or not following classroom rules/understandings
- Dishonesty
- Arguing at playtime

Medium-Level Disruptive Behaviour

Examples of medium-level disruptive behaviour are:

- Persistent levels of the above
- Unkind behaviour including physical and verbal
- Damage to school property
- Rude gestures
- Disrespectful behaviour towards peers and adults (e.g. repeatedly refusing to follow instructions).

Higher-Level Disruptive Behaviour

Examples of high-level disruptive behaviour are:

- Fighting
- Deliberate incidents that may cause harm to children or adults
- Significant damage to school property
- Significant damage to another child's property
- Theft
- Bad language
- Racist or homophobic remarks
- Bullying
- Violent or aggressive behaviour
- Persistent rudeness or disrespect to any member of staff.

1. Low level behaviour

Step	Sanction	Support Offered
Step 1	Verbal warning – “That’s 1”	No other verbal communication to detract confrontation and attention, no emotional response.
Step 2	Second verbal warning – “That’s 2”	No other verbal communication to detract confrontation and attention, no emotional response. If behaviour improves/stops, return to Step 1. Children who correct their behaviour have the right to a fresh start.
Step 3	Continued or escalated behaviour – Time out in own classroom (regulation station) or another classroom for 10 minutes.	Child has the opportunity to get back on track. For persistent low-level behaviour, incident to be logged on CPOMS.

2. Medium Level Behaviour

Step	Sanction	Support Offered
Step 4	Referral to SLT for reflection time during lunchbreak with a member of SLT.	Emotion coaching, restorative conversation, class teacher contacts parent, reflection form scanned onto CPOMS.

3. High Level Behaviour

Step	Sanction	Support Offered
Step 5	Internal suspension – child spends time in another class.	Emotion coaching, restorative conversation, SLT contacts parent, reflection form scanned onto CPOMS.
Step 6	Inter-federation suspension – child spends the day at partner school.	Emotion coaching, restorative conversation, Head of School or Executive Headteacher contacts parents, referral to external services if required, CPOMS and governor communication.
Step 7	Fixed-term suspension – child spends agreed period of time at home.	Letter sent to parents, reintegration meeting arranged, referral to external agencies if appropriate, IAT referral, CPOMS and governor communication.

Step 8	Permanent managed move – with support from LA and agreement from parents and receiving school.	Referral to IAT, possible Learning Mentor support, potential MASH referral, CPOMS and governor communication.
Step 9	Permanent exclusion – if a managed move is not possible and the school cannot meet the child's needs or keep them safe.	Referral to IAT, Learning Mentor support where appropriate, potential MASH referral, CPOMS and governor communication.

Teachers should be mindful and sensitive of children's home circumstances. Children with identified SEND will have reasonable adjustments made in line with their needs and may have an individual behaviour plan. The use of emotion coaching should support pupils to talk about their emotions and the cause of these behaviours.

Behaviour at Break and/or Lunch Time

All members of staff must follow the behaviour policy and must investigate and deal with any concerns brought to them by the children there and then. Managing children's behaviour is everybody's responsibility.

For low level behaviour, such as unwanted interference with games/taking equipment from others/unwelcome chasing, verbal warnings will be given along with an explanation as to the types of behaviour that are unacceptable. Following a second warning, reflective time out will be given in 5 minute blocks (2 minutes for Foundation Stage and Key Stage 1). This time out will be in an appropriate, safe and quiet space in the playground.

For physical and aggressive behaviour, swearing or name calling, children should be sent to a member of the SLT. All incidents should be logged on CPOMS by the member of staff dealing with the incident in the first instance.

In the event of a serious incident or where a child is refusing to follow adult instructions, this should be referred to a member of SLT.

Behaviour at Break and Lunchtime

Low level

Examples include:

Snatching play equipment

Interfering with a game

1st verbal warning given
that provides an
explanation as to why the
behaviour is
unacceptable.



2nd verbal warning given
as a reminder.



If the behaviour
continues, then
reflective time out is
given.

2 mins for EYFS + KS1

5 mins for KS2

This reflective time out
will be in an appropriate,
safe and quiet space in
the playground.

High Level

Examples include:

Physical behaviour

Aggressive behaviour

Swearing

Name calling

For high level behaviour,
children taken to a
member of SLT.

This must be logged on
CPOMS by the member of
staff on
playground duty.



A reflective and restorative
conversation takes place and
a Reflective Form is
completed in pen to ensure
legibility.

Parents/carers contacted by
class teacher.

Use of Reasonable Force

In some circumstances, all staff – irrespective of whether Team Teach trained - may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical intervention must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the dignity and safety of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Staff who are specifically Team teach trained are able to restrain a child if necessary. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Roles and Responsibilities

Teachers to display CHBP Rights and Responsibilities in each classroom, with other copies displayed in communal areas and outside.

In the event of an incident, all children involved will be spoken to in a calm and respectful manner to ensure that every perspective is heard and considered. Restorative questions will be asked to help children reflect on their actions, understand the impact on others, and explore ways to make things right. Only after this process will the matter be referred to a member of the Senior Leadership Team (SLT), if necessary.

Examples of restorative questions:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected by what you did? In what way?
- How do you think that made them feel?
- What could you do differently next time?

All staff are responsible for logging any behaviour incidents onto CPOMS clearly labelling them 'BEHAVIOUR' and the child's class and initials in the title. Details of any triggers should be recorded, together with action taken. If a Reflection Form has been completed, it should be scanned and uploaded.

All staff consistently use the Zones of Regulation and restorative questions when pupils are dysregulated.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

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

Searching, Screening and Confiscating

Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent. Staff are allowed to confiscate or retain pupil's property.

Off-site Behaviour

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable

behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. This behaviour could be online as well as offline.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

[School discipline and exclusions/fixed term suspension – Gov. UK website](#)

‘Suspension’ is what is described as the legislation as an exclusion for a fixed period. It is where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school’s behaviour policy

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Children who have been suspended will still receive an education.

Children can be suspended for parts of a school day. For example lunchtime if this is the part of the day they are not coping with.

‘Exclusion’ is more permanent.

Head teachers can suspend or exclude a pupil on disciplinary grounds.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Work must be set for children during this time.

Appendix 1

Reflection sheet

Date: _____

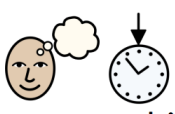
Name: _____

Reflection with: _____

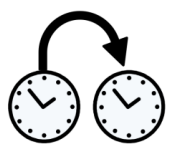
 worried	 fidgety	 confused	 angry	 excited
 scared	 What were you thinking or feeling?			 distracted
 bored				 not okay
 silly	 frustrated	 tired	 giggly	 out of control

 threw something	 pushed someone	 shouted at someone	 rude to someone	 walked off
 scribbled on work	 What happened			 ripped my work
 spat at someone				 broke something
 ran away	 unkind to someone	 kicked someone	 hurt someone	 not listening

 me	 my friend	 my teacher	 another child	 my LSA
 my mum	 Who / What has been affected?			 a group
 my dad				 an MTS
 my family	 the school	 PE team	 office staff	 someone else

 sad	 sorry	 guilty	 stressed	 ashamed
 better	 What are you thinking or feeling now?			 not okay
 mad				 okay
 calm	 scared	 unsure	 ready	 something else

 write a letter	 talk to someone	 say sorry to someone	 fix something	 tidy something
 make a plan	 What needs to happen to put it right?			 see SLT
 thinking time				 reflection time
 quiet time	 listening ears	 kind hands	 safe feet	 help

 talk to a teacher	 ask for quiet time	 have a learning break	 ask for help	 wait
 use the Zen Zone	 Next time I could...			 listen
 fiddle with something				 movement break
 walk away	 take deep breaths	 play with someone else	 sit somewhere else	 something else?

This form must be scanned and uploaded onto CPOMS when a description of the incident is logged.