Castle Bromwich Junior School

Where together we can learn, work and succeed.

CASTLE BROMWICH JUNIOR SCHOOL

The CBJ Way

Behaviour and Relationships Policy

Approved by trustees – Full Trust Board 07/07/2026

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Reviewed by – Local Governing Body / Trust Board

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Policy lead	Headteacher/Deputy Headteacher and Behaviour Lead
Approved by	Local Governing Body / Trust Board
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1. Introduction and Aims

The CBJ Way is our approach to behaviour and relationships. We believe that positive relationships are the foundation of everything. They shape how children learn, how adults teach, and how our school community grows together. Behaviour happens within relationships. Trust, consistency and care are what shape it.

At Castle Bromwich Junior School, we do not use a list of school rules. We ask every child and every adult to live our three values: Accept, Adapt and Aspire. These values are not posters on a wall. They are the standard we hold ourselves to every day, in every space, with every person. When we talk to children about behaviour, we talk about the values. When we recognise great choices, we name the value. When things go wrong, we ask: what does accept look like? What does it mean to adapt? How can we be aspirational?

Our values are our expectations, and they are held within relationships.

The CBJ Way

Every behaviour is a message. Every adult response is a model. Every relationship is worth protecting. Every child deserves a way back.

Our approach is based on several principles that also tie in with our nurture principles

- Relationships come first. The adult-child relationship is the most powerful lever we have. Strong, consistent, trusting relationships are the precondition for everything else in this policy. The classroom offers a safe base.
- Every behaviour is communication. When a child acts out, refuses, disrupts or shuts down, they are telling us something. Our job is to understand what lies beneath it while maintaining clear boundaries and high expectations.
- When adult behaviour changes, child behaviour follows. Calm, consistent, relational adult responses reduce incidents. Staff regulation is not optional. It is the mechanism through which this approach works.

- Behaviour is a skill that must be taught. Good behaviour is not automatic. It is taught, modelled, practised and reinforced by staff, families and the wider school community.

Behaviour is taught, not assumed

At Castle Bromwich, we treat behaviour as something we teach. Just as we teach reading, writing and mathematics, we teach what Accept, Adapt and Aspire look and sound like in practice. For many of our children, school is where these values are first named, modelled and practised consistently. We do not assume children arrive knowing how to regulate, repair or respond. We teach them. We model it. We practise it together. And we hold high expectations throughout, because teaching behaviour well means expecting it, reinforcing it and celebrating it every day.

Our purpose is to:

- build and sustain positive relationships across our school community
- hold high expectations of behaviour for all pupils
- teach, model and reinforce the values as skills for life
- use a consistent, values-led approach to recognising positive choices
- respond to unacceptable behaviour with calm, consistency and fairness
- make sure behaviour does not get in the way of learning or limit any child's potential
- support children to regulate, reflect and repair, not simply to comply
- safeguard pupils and staff, and promote positive mental health and wellbeing

2. Roles and Responsibilities

The Local Governing Body and Trust Board

The governing body monitors this policy and holds the headteacher to account for its implementation. Governors check that the policy reflects statutory guidance and the duty under Section 88 of the Education and Inspections Act 2006 to promote good behaviour and discipline.

The Headteacher

Under Section 89 of the Education and Inspections Act 2006, the headteacher sets the measures in this policy. This includes the standards of behaviour, our approach to recognition and sanctions, and decisions about suspension and permanent exclusion.

Staff

All staff are expected to:

- model the values of Accept, Adapt, Aspire at all times
- build positive, professional relationships with every child
- apply this policy consistently and fairly
- record incidents accurately on CPOMS
- communicate clearly and respectfully with parents/carers
- follow safeguarding procedures and report any concerns to the Designated Safeguarding Lead
- make reasonable adjustments for pupils with SEND or other identified needs

Pupils

Pupils are expected to:

- live the values of Accept, Adapt, Aspire
- follow staff instructions first time
- take responsibility for their choices and the impact on others
- take part in restorative conversations after difficulties
- report any concerns about behaviour, bullying or safety to a trusted adult

Parents/Carers

Parents/carers are asked to:

- support the school's values and approach at home
- engage positively with staff, including at restorative meetings or planning conversations
- let school know about anything that may affect their child's behaviour or wellbeing
- reinforce the importance of regular attendance and punctuality
- treat every member of the school community with respect, in person and online

Visitors, Contractors and Volunteers

All adults on site, including visiting professionals, contractors, supply staff and parents/carers attending events, are expected to follow the school's standards of conduct. Staff will challenge any behaviour that falls below this, including unkind, discriminatory or aggressive language directed at children, families or colleagues.

Equality and Protected Characteristics

This policy applies fairly to all pupils, with reasonable adjustments where needed. Staff have due regard to the Public Sector Equality Duty under the Equality Act 2010, and to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We record and monitor behaviour data to check our approach does not disadvantage any group.

3. Relationships at the Heart

At Castle Bromwich Junior School, relationships are not a byproduct of good behaviour. They are its cause. The quality of the relationship between an adult and a child shapes how that child responds in difficult moments. Children who feel known, valued and trusted are children who can take risks, make mistakes and come back.

The adult-child relationship is the most important protective factor for children whose behaviour concerns us. When that relationship is strong, children accept boundaries more readily, recover faster from difficult moments and engage in repair. When it is damaged, even briefly, we lose our most effective tool. Protecting and repairing the relationship is not the soft option. It is the strategic one.

Relationships at Castle Bromwich are built through:

- knowing children by name and knowing what matters to them
- greeting children warmly and personally at the start of every day
- noticing positive behaviour specifically and genuinely
- holding consistent expectations with warmth (not warmth instead of expectations)
- repairing the relationship after every difficult moment
- speaking about children with curiosity and compassion, not frustration
- never using shame, sarcasm or public humiliation as a response to behaviour
- holding children's stories with care

4. Our Values: Accept, Adapt, Aspire

The three values are the heart of The CBJ Way. They apply to every adult and every child, in every space, at every moment of the school day. They are not rules to follow. They are skills to practise, develop and live. They describe the kind of community we are building.

Accept

At CBJS we:

- listen, even when I disagree.
- are respectful to all.
- add to, build on and challenge other people's ideas.
- can work with anyone.
- take feedback to help us grow.
- can celebrate when others do well in our own way.

Adapt

At CBJS we:

- try a different way when we get stuck.
- use resources around us to solve new problems.
- keep going when work feels hard.
- notice when we are frustrated and we reset.
- respond appropriately to changes.

Aspire

At CBJS we:

- set a goal at the start of every lesson.
- take pride in our work.
- challenge ourselves.
- use feedback to improve our work further.
- notice when we have grown.

5. Adult Practice

The CBJ Way begins with adults. We cannot ask children to regulate if we do not model regulation. We cannot build respectful relationships if we do not show respect. And we cannot ask children to keep going when things get hard if we give up on them when they do.

These expectations apply to all adults in school: teaching staff, support staff, lunchtime supervisors and visiting professionals. They are a description of the relational culture we are building, not a checklist.

Adults at CBJS:

- build and protect the relationship with every child, especially those whose behaviour challenges us most
- stay calm and consistent
- teach the values explicitly: naming them, modelling them and practising them with children
- use values-linked language: 'What would adapting look like here?'
- use assertive sentence stems when addressing behaviour: 'I need to see... I know you will... I expect...'
- use the 30-second intervention as a first response
- address behaviour privately wherever possible
- follow the staged response consistently
- repair the relationship after every difficult moment
- speak about children with curiosity: 'What is this behaviour telling me?' not 'What is wrong with this child?'
- model the values they ask children to live

Movement around school is purposeful and supervised. Staff lead their class during transitions. At playtime and lunchtime, supervising staff move around, engage with children and step in early before things escalate.

The 30-second intervention

When a child is beginning to struggle, the 30-second intervention is the first tool. Move to the child quietly. Name what you need to see. Anchor it to a moment of their good behaviour: 'Do you remember when you listened so well in assembly last week? That is the person I need to see today. Thank you.' Then move on. The child is given a way back without an audience. The relationship is protected.

Staff training and induction

All staff are trained on this policy at induction. Annual refreshers cover restorative practice, de-escalation, recording and safeguarding. Designated staff use Beacon360 tool to support CPD.

6. Positive Recognition

Children achieve more when their strengths are noticed and named within a genuine relationship. Recognition is specific, timely and linked to a value. When we name the value in the moment ('that showed real acceptance'), the behaviour becomes a skill the child owns, and the relationship is strengthened at the same time. A Dojo point given with a reason is more powerful than ten given without one.

Class Dojo points are awarded for values behaviours only. The member of staff names the value and the specific behaviour: 'That is a Dojo point for Adapting. You were looking forward to PE but understand why we've had to change the timetable.'

Ways we recognise positive choices:

- specific verbal praise linked to a value
- Class Dojo points, with a named reason
- stickers, stamps and prizes
- positive messages home
- every child will receive a postcard once in the academic year
- work on display around school
- special responsibilities and roles linked to the values: playground leaders, eco monitors, school council
- Lunch-time Superstar
- Hot Chocolate nomination with the headteacher
- Star of the Week, linked to one of the three values
- a chance to show work to SLT for praise and recognition

7. The Behaviour Curriculum

Behaviour is taught at Castle Bromwich, not assumed. We have a clear behaviour curriculum that sets out what children need to know and be able to do at each stage of school.

The behaviour curriculum is taught explicitly at the start of every year, revisited after every holiday, and reinforced daily. It covers:

- classroom routines (entry, transitions, listening, lining up, talk partners)
- movement around school
- playtime and lunchtime expectations
- uniform and equipment
- the language of the values, used by adults and children
- restorative conversations and how to take part in one
- online behaviour and how to keep yourself and others safe
- what to do if you are worried about another child

Where children find a routine hard, we re-teach it. We do not assume one explanation is enough.

8. The Staged Response

When a child is not ready to learn, or is making choices that affect others, we follow a clear and consistent staged response. The stages are not a ladder of punishment. They are a structure for helping children regulate, reflect and return to learning, within a maintained relationship. Adults use calm, values-led language at every stage.

Professional judgement is used to decide the right starting point. For minor difficulties, the sequence starts at Stage 1. Some behaviours, particularly those involving safety, may need a different entry point.

Behaviour Flow Chart

1. Class Teacher strategies

- Polite, but firm requests, warnings.
- Use proximity praise.
- Assertive sentence stems: "You need to…", "I need to see you…", "I expect you…", "I know you will…"

2. Class Teacher strategies

- Teacher to use 30 second intervention.
- Praise for making good choice, if child continues move to step 3.

3. Class Teacher

- If child continues with the negative behaviour, move to "thinking spot".
- If behaviour improves, praise and tell them "that it is who I need to see today." If not or if child refuses, move to step 4.

4. Class & Neighbouring Classroom

- If the child has continued with the negative behaviour they will be sent to work in a neighbouring classroom.
- This should be recorded on CPOMS as 'removed from class'.
- Parent should be informed by the class teacher via a Phone Call or face-to-face conversation.
- If behaviour improves return to class. If not or if child refuses, move to Step 5.

5. Year Leader

- Child sent to Year Leader to work for up to half a day. Year Leader should contact parents. This is recorded on CPOMS and a member of SLT and Behaviour Lead are alerted.
- For repeated issues, a child will be put on a recognition chart to promote positive behaviour by Year Leader.
- If behaviour improves return to class. If not or if child refuses, move to Step 6.

For cases where there are repeated issues: (daily occurrences of)

- Discussion with Behaviour Lead, Year Lead or member of SLT: consider next steps.
- Begin monitoring to identify areas of concern/possible causes/appropriate targets.
- Parents discuss concerns agree targets/support.
- Consider alternative strategies, inform other agencies.
- Access to extra-curricular/enrichment activity linked to improvement.
- Speak to Behaviour lead for a recognition chart.

6. Class Teacher, TA/LSA, SLT

- Behaviour Contract.
- Parents informed that their child's behaviour is causing serious concern by Behaviour Lead.
- Meeting with parents to investigate possible cause, Behaviour Lead, SLT and SENDCo to attend as appropriate.
- Access to multi-agency enrichment activities, dependent on progress.
- Option to use virtual class.
- Targets set, reviewed weekly by the Year Leader, after 3 weeks reviewed by Year Leader and Behaviour Lead.
- Targets achieved, remove from behaviour contract. If unsuccessful move to Step 7.

7. SLT

- Internal Reflection up to 5 days.
- No access to playground, extra-curricular activities or enrichment activity.
- Parents are informed by Year Lead.
- If behaviour improves, return to class on behaviour contract. If not move to Step 8.

Removal from the classroom

Removal from the classroom follows DfE Behaviour in Schools (2024). It is a serious sanction used when other strategies have not worked, when a child's behaviour is preventing others from learning, or when an immediate response is needed. Removal is time-limited, recorded on CPOMS, and followed by a restorative conversation before return to class. Parents/carers are informed.

8. Headteacher

- Fixed Short Term External Suspension (up to 15 days per term).
- Parents and Chair of Governors informed by email.
- Upon return to school, reintegration plan set out with clear targets to support reintegration into class. Behaviour Lead involved alongside SLT/SENDCo.

- If behaviour improves, move to behaviour contract. If not move to Step 9.

Under some circumstances, the DfE guidance will be referred to in a longer-term suspension is required.

9. Headteacher

- Permanent Exclusion.
- Parents, Chair of Governors, Solihull Local Authority and MAT informed.
- Behaviour Lead, SENCo, Child and Family Support Worker and HT meet and collate appropriate information that is required.
- Paperwork is submitted to the Local Authority, including date of meeting for the Governors, Parents, School Representatives to discuss reasons for Permanent Exclusion.
- Chair of Governors decide whether to reinstate or uphold Permanent Exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on a Pastoral Support Plan which is reviewed fortnightly initially and then 6-weekly if still required.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances, permanent exclusion may be considered for a first or 'one off' offence.

These may include:

• Serious actual or threatened violence against another pupil or a member of staff;

• Sexual abuse or assault;

• Racial incidents or harassments;

• Supplying an illegal drug;

• Carrying an offensive weapon;

• Serious deliberate damage to school property.

Lunchtime and breaktime behaviour

At lunch and breaktime, supervising staff use the same values-led language and a parallel staged response. Incidents are communicated to the class teacher and recorded on CPOMS where appropriate. Persistent lunchtime concerns are escalated to the phase leader.

Lunchtime Behaviour Flow Chart

1. Lunchtime Supervisor

- Polite, but firm requests, warnings, consider separating children. If child continues, give a final warning.
- Dependent on severity… keep child with you for 2 minutes (dinner supervisor to make class teacher aware).
- If behaviour persists, move to step 2.

2. Lunchtime Supervisor

- Go to Reflection and Restorative Justice Conversation. During this time, they have a Restorative Justice Conversation. Class teacher informed.
- Depending on severity, child will return to the playground or stay in Reflection for Time Out (for at least 15 minutes) where they will complete a Reflection Sheet. Class teacher informed. This may mean loss of breaktime/rest of lunchtime if time not completed.
- If behaviour persists, move to step 3.

3. Lunchtime Supervisor & Behaviour Lead

- Conversation with the Behaviour Lead. Loss of time as a result.
- Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.
- This should be recorded in CPOMS.
- On return to playground, initiate closer monitoring via supervisors during lunch time.
- If behaviour is still unacceptable, repeat step 3.

4. Class Teacher

If behaviour continues: parents informed by class teacher that their child's behaviour is causing serious concern.

5. Year Leader

- Go to school behaviour flow chart.

6. SLT

- SLT speak to parents that their child's behaviour continues to cause serious concern.

This list is not exhaustive but includes some examples:

Minor Incidents	**Major Incidents**	**Significant Incidents**
Lunchtime Staff	**Behaviour Lead**	**Behaviour Lead/SLT**
Falling out/arguing with peers	Play fighting or rough play	Fighting
Unkind words or name calling	Kicking stones/throwing stones	Damage to property
Not listening to lunchtime staff	Goading or antagonising children	Refusal to cooperate with staff
Pushing in the line	Repeated behaviours, e.g. name calling	Refusing to complete Reflection or Time Out
Running indoors/in corridors/dining hall	Throwing food, cutlery or equipment or making mess deliberately	Disrespectful to staff
In school when should be on the playground	Deliberately excluding others from a game	

Not using toilets appropriately	Swearing	
Refusing to stop a game when asked	Barging into people, e.g. in dinner queue	
Shouting across the dinner hall	Refusing to line up at the end of lunch	
Refusing to sit sensibly or walking around the dining hall	Continuing playground disputes into the classroom	
Arguing over playground equipment	Playing games that are not appropriate or banned	
Not following zoned playground expectations		

9. Restorative Practice

Restorative practice is the relational heart of The CBJ Way. It is how we repair relationships after difficult moments, help children understand the impact of their choices, and restore the community. It is not an add-on to a consequence. It is what makes the consequence meaningful.

The restorative conversation:

- What happened?
- What were you feeling at the time?
- Who has been affected by your actions?
- How have they been affected?
- What needs to happen to make things right?
- What can we do differently in the future?

The restorative conversation is calm, private and without an audience. It is the adult's responsibility to start it. The relationship belongs to both, and repairing it is a shared act.

Restorative practice also applies between peers. When children fall out, hurt each other or damage a friendship, the restorative conversation gives them language and structure to put it right.

10. Special Educational Needs and Disabilities

Under the Equality Act 2010 and the SEND Code of Practice 0 to 25, we make reasonable adjustments where a pupil's special educational need or disability affects their behaviour.

Our Graduated Approach

Our support follows the graduated approach set out in the SEND Code of Practice. It is built around the cycle of Assess, Plan, Do, Review (APDR). Support is matched to need across three levels.

- Level 1: Quality First Teaching. Every child receives The CBJ Way: values-based language, a consistent staged response, restorative practice and strong adult-child relationships. This is the universal offer for all pupils.
- Level 2: Targeted Support. For children who need more than the universal offer. This may include a Behaviour Plan, small-group interventions, in-class adaptations, additional adult support, or specific co-regulation strategies. Support is logged, reviewed and shared with parents/carers through the use of an IEP.
- Level 3: Specialist Support. For children with identified SEND, more complex SEMH needs, or where Level 2 has not had the impact needed. This involves an IEP, Behaviour Plan or a Relational Support Plan (where appropriate), with outside professional support brought in. Support is logged, reviewed and shared with parents/carers through the use of an IEP.

SEMH and the SEND register

As part of our Graduated Approach, children with an identified SEMH need are placed on the SEND register after a discussion with parents/carers. They have an Individual Education Plan (IEP) setting out targets and the additional provision in place. IEPs are reviewed three times a year with parents/carers.

For children with more complex SEMH needs, a Relational Support Plan or a Personal Handling Plan is written. This sets out the specific approaches and adjustments for that child, and may affect how the staged response is applied. Co-regulation, where an adult regulates alongside the child, is a relational act, and it sits at the centre of our SEMH support. The Relational Support Plan or Personal Handling Plan also forms part of the evidence base where outside professional support is required, for example through a Single Panel Referral.

The CBJ Way applies to all pupils. Adjustments are about how we apply it, not whether we do. All children are held to the values. The relationships and support around them are bespoke.

We are alert to behaviour that may indicate an unmet need or a safeguarding concern. Staff follow safeguarding procedures as set out in Keeping Children Safe in Education.

Behaviour that may indicate an unmet need

In school, we are alert to behaviour that may indicate a speech and language need, sensory difficulty, attachment need, undiagnosed SEND or a safeguarding concern. The class teacher, Inclusion Team and SLT work closely together. After a conversation with parents/carers, the child is placed on the SEND register as part of our Graduated Response and an Individual Education Plan is put in place.

11. Anti-Bullying, including Online and Cyberbullying

Bullying of any kind is not accepted at Castle Bromwich. Bullying is repeated behaviour intended to hurt someone physically or emotionally, often aimed at certain groups, for example because of race, religion, gender, sexual orientation, special educational need or disability.

We do not accept any form of bullying, including physical, verbal, indirect (such as being left out on purpose), prejudice-based (including racist, homophobic, biphobic, transphobic, disability-related or faith-based), or cyberbullying via any platform, such as, WhatsApp and social media.

Pupils, parents/carers and staff can report bullying to any member of staff or to the headteacher. Reports are taken seriously, investigated promptly and recorded on CPOMS. A clear plan of action is shared with the families involved, with follow-up built in. We work restoratively with pupils who bully others while being clear that the behaviour must stop. More detail is set out in the school's Anti-Bullying Policy.

12. Child-on-Child Abuse, Sexual Violence and Sexual Harassment

Castle Bromwich Juniors take a zero-tolerance approach to child-on-child abuse, sexual violence and sexual harassment. This includes physical or emotional abuse, sexual violence, sexual harassment (including online), upskirting, sharing of nude or semi-nude images, initiation or hazing-type behaviour, and any form of harmful sexual behaviour.

Staff are trained to recognise and respond. Any disclosure, allegation or concern goes straight to the Designated Safeguarding Lead. We follow our Safeguarding and Child Protection Policy, DfE guidance on sexual violence and sexual harassment in schools and colleges, and Keeping Children Safe in Education.

Inappropriate language and behaviour, including so-called 'banter', will always be challenged. We do not normalise behaviour that demeans or harms others.

13. The Prevent Duty

Under the Counter-Terrorism and Security Act 2015, schools must have due regard to the need to prevent pupils being drawn into terrorism. Any concern that a pupil is at risk of radicalisation, or is using extremist language, goes straight to the Designated Safeguarding Lead. Staff complete Prevent training at induction and again every year.

14. Behaviour Beyond the School Gate

Under Section 89(5) of the Education and Inspections Act 2006, the school can sanction pupils for behaviour outside school. This applies where the behaviour is witnessed by a member of staff or reported to school, and where the pupil is identifiable as part of our school community.

This includes:

- Behaviour on the way to and from school
- Behaviour at school-organised or school-related events, including educational visits
- Behaviour while wearing school uniform
- Behaviour that poses a threat to another pupil or member of the public
- Behaviour that could damage the reputation of the school
- Online behaviour, including cyberbullying, harassment or intimidation via any platform

Online behaviour that damages relationships within the school community is not accepted. We address it under this policy and our Online Safety Policy. Where behaviour outside school raises a safeguarding concern, it goes straight to the Designated Safeguarding Lead.

15. Mobile Phones and Personal Devices

Following DfE 'Mobile phones in schools' guidance (February 2024), pupils do not use mobile phones or personal electronic devices during the school day at Castle Bromwich Junior School.

Where a parent/carer wants their child to bring a phone to school, for example, to use when walking home, the phone is handed to the class teacher at the start of the day, switched off and stored securely, and returned at the end of the day. Any phone used during the school day without permission is confiscated and stored securely until the end of the day, or until a parent/carer collects it. Repeated breaches are dealt with under the staged response.

Smartwatches are not permitted. The school is not responsible for loss of or damage to personal devices brought into school.

16. Searching, Screening and Confiscation

This section follows DfE 'Searching, screening and confiscation: advice for schools' (July 2022) and the Education Act 1996 and Education Act 2011.

Confiscation

Staff can confiscate, retain or dispose of a pupil's property as a sanction where it is reasonable to do so. As long as staff have acted lawfully, they are protected from liability for any damage or loss. Confiscated items are returned to the pupil, or to the parent/carer where appropriate, at the end of the school day. Prohibited items are dealt with as set out below, and the police are informed where required.

Searching with consent

Staff can search a pupil for any item with the pupil's consent. Consent must be informed and freely given. Where a pupil refuses consent unreasonably, a sanction may follow.

Searching without consent

The headteacher, and staff authorised by the headteacher, can search pupils or their possessions without consent where they have reasonable grounds to suspect the pupil has a prohibited item. This power is set out in the Education Act 2011.

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, vapes and e-cigarettes
- fireworks
- pornographic images
- any article that staff reasonably suspect has been or is likely to be used to commit an offence, or to cause personal injury or damage to property
- any item banned by the school's behaviour policy, including mobile phones used without permission, energy drinks and laser pens

How searches are conducted

A search without consent is carried out by an authorised member of staff of the same sex as the pupil, with another member of staff present as a witness wherever possible. Staff may search a pupil's outer clothing, pockets, possessions, desk and locker. We will not ask a pupil to remove clothing other than outer clothing. Reasonable force may only be used to search for prohibited items, following the use of reasonable force section below. It is never used to search for items banned only under school rules.

Intimate and strip searches

School staff will not conduct intimate searches. A strip search is only ever carried out by police, on school premises only where strictly necessary, with an appropriate adult present, and following PACE Code A. Parents/carers are informed as soon as is reasonably practicable, and the incident is recorded and reviewed by the headteacher and Designated Safeguarding Lead.

Electronic devices

Where an electronic device is examined, staff follow DfE guidance and the school's safeguarding procedures. If a device is suspected to contain images or files that could be a safeguarding concern, including nude or semi-nude images of a child, the Designated Safeguarding Lead is informed immediately and the device is not passed between staff. The school follows UKCIS 'Sharing nudes and semi-nudes' guidance.

Recording and informing parents/carers

All searches without consent are recorded on CPOMS, including the reason for the search, the staff involved, what was found and any actions taken. Parents/carers are informed as soon as is reasonably practicable. The police are involved where required.

18. Use of Reasonable Force

We follow DfE 'Use of reasonable force' guidance. All staff have the legal power to use reasonable force to stop a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- behaving in a way that prejudices the maintenance of good order and discipline at the school

We only use reasonable force when no other approach will work. The amount of force used is the minimum needed, and is always proportionate to the situation.

Every use of reasonable force is recorded in writing on the day, signed by the staff involved, and reported to the headteacher. Parents/carers are informed as soon as possible. The headteacher reviews use of force regularly, and shares patterns and trends with the local governing body.

Pupils with SEND who may be at higher risk of physical intervention have an individual risk assessment and a positive handling plan agreed with parents/carers.

19. Detentions (Internal Reflection)

Schools have a legal power to issue detentions. Given the age of our pupils, detention is rarely used at Castle Bromwich Juniors. Where a short internal reflection time is needed at break or lunch to complete

missed work, finish a restorative conversation or repair the impact of a behaviour, this is supervised by a member of staff. Pupils still have access to food, drink and time to use the toilet. Parents/carers are informed where a reflection time is used repeatedly.

20. Serious Incidents, Suspension and Permanent Exclusion

Some behaviours need an immediate and serious response, whatever stage we are at. These include physical or verbal abuse of staff or pupils, unsafe behaviour, deliberate damage to property, possession of a prohibited item, or behaviour that puts others at risk.

Internal Reflection

Where internal reflection is appropriate, the child has no contact with their own class or classmates and no access to enrichment or extra-curricular activities for the duration. The Behaviour Lead informs the parent/carer.

Off-site direction

In rare cases, the headteacher may direct a pupil off-site to improve their behaviour. We follow statutory guidance, work with parents/carers wherever possible, and put clear arrangements in place for monitoring, review and return.

Separation for safeguarding purposes

In rare cases, the school may temporarily forbid a pupil from attending school premises for safeguarding reasons. For example, this may follow an allegation of harm by one pupil against another. This is not a disciplinary exclusion. Decisions are taken by the headteacher with the Designated Safeguarding Lead, in line with Keeping Children Safe in Education, the Human Rights Act 1998 and the Equality Act 2010. Parents/carers are informed of the reason. The local governing body is notified without delay. The school works with the local authority to make sure suitable education is in place.

Suspension and permanent exclusion

Decisions about suspension and permanent exclusion sit solely with the headteacher. We follow DfE 'Suspension and permanent exclusion' guidance (July 2026).

Permanent exclusion is used only as a last resort, in response to a serious breach or persistent breaches of this policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Suspension can be for up to a maximum of 45 school days in a single academic year. The headteacher takes the pupil's views into account before deciding to exclude, considering their age and understanding.

When a pupil is suspended or permanently excluded, the school will:

- inform parents/carers without delay, in writing, including the reason, length and details of the right to make representations
- notify the local authority, and the trust where applicable, without delay
- where the pupil has a social worker or is looked-after, also notify the social worker and Virtual School Head without delay
- provide work for the pupil during the first five school days of any suspension, and arrange suitable full-time education from the sixth school day

- hold a reintegration meeting before the pupil returns following a suspension

For the first five school days of a suspension or permanent exclusion, parents/carers must keep the pupil out of public places during school hours, unless there is reasonable justification.

The headteacher may cancel an exclusion before the governing body has met to consider reinstatement. Where this happens, parents/carers, the governing body, the local authority and (where relevant) the social worker and Virtual School Head are informed in writing, with reasons.

Informal exclusions, such as sending a pupil home to cool off, are not used at Castle Bromwich. We do not place pupils on a part-time timetable to manage behaviour, move pupils to off-site provision against their best interests, or pressure parents/carers into elective home education in place of formal exclusion procedures.

Reintegration following suspension

After any suspension, a reintegration meeting takes place with the headteacher or senior leader, the SENCO, parents/carers and the child. The purpose is to give the child a genuine fresh start, rebuild the relationship, help the child understand the impact of their behaviour and plan the support needed going forward. Children are not defined by what has happened. The meeting closes with agreed targets and a plan, reviewed regularly. Relationships come first, even here.

Parents/carers have the right to make representations to the governing body about a suspension or permanent exclusion. Where a permanent exclusion is made, governors meet to consider reinstatement in line with statutory timescales. Parents/carers have the right to an Independent Review Panel where applicable.

21. Drugs, Alcohol and Working with the Police

Any incident involving drugs, alcohol or other harmful substances is treated as a safeguarding matter and reported to the Designated Safeguarding Lead. The headteacher decides on sanctions under this policy and may inform parents/carers and the police. Where a pupil is interviewed on school premises, an appropriate adult is present and parents/carers are told as soon as possible, unless doing so would compromise a safeguarding investigation.

22. Allegations Against Staff and Malicious Allegations

Allegations made against a member of staff are taken seriously. We follow the school's Allegations Against Staff procedure and Part Four of Keeping Children Safe in Education. The headteacher is the first point of contact. Where an allegation is made against the headteacher, the Chair of Governors or Prosper Together Trust CEO is informed.

Where an allegation is found to be malicious, deliberate or unfounded, this is recorded. The school will consider what support or sanction is right for the pupil involved, including under this policy. Where an allegation is upheld, we follow safer recruitment and HR procedures to address it.

23. Behaviour, Relationships and Attendance

Behaviour, relationships and attendance are connected. Children who feel safe, known and valued are children who want to come to school. A strong relational culture is one of our most powerful drivers of attendance.

Where a child's attendance is giving concern, we consider whether their experience of school, including the quality of relationships and how behaviour is being responded to, may be a contributing factor. Attendance and behaviour data are reviewed together. Children appearing in both are given targeted, relational support.

When a child returns after absence, they are welcomed back warmly and personally. Re-entry is relational, not transactional.

24. Data, Review and Impact

The CBJ Way is a live approach, not a static policy. We monitor its impact regularly and adjust where needed.

What we measure:

- total behaviour incidents per half term (logged on CPOMS)
- year group and class patterns
- repeat individuals, cross-referenced with SEND and attendance data
- restorative conversation completion: reflection log use and quality
- staff language consistency, through learning walks three times per year
- relational quality: do children feel known, safe and fairly treated? (pupil voice)
- parent/carer feedback
- attendance trends for children with recurring behaviour concerns
- use of reasonable force, suspensions and permanent exclusions, with patterns by SEND, ethnicity, gender and FSM reviewed at least termly

The behaviour lead presents a brief written update to the headteacher at the end of each half term. The trust receives a termly data summary. An annual review is completed in July each year and shared with the local governing body.

Pupil voice is part of this review cycle. School council, focus groups and pupil voice surveys feed into the annual review. Where pupil voice tells us something is not working, we change it.

25. Families and Carers: Partners in the Relationship

Families and carers are partners in The CBJ Way. The relationship between school and home matters as much as any relationship within the building. We keep parents/carers informed, involved and supported, not only when things go wrong.

- Parents/carers are informed when their child reaches Stage 3 (for repeated instances at the lower stages) or 4 or above in the staged response.
- A phone call is made by the class teacher when a child reaches Stage 4.
- Positive messages home are sent regularly, not only in response to concerns.
- Parents/carers are invited to discuss their child's behaviour or relationships at any point by contacting the class teacher or the Behaviour Lead.
- Where a recognition plan or additional support plan is in place, parents/carers help agree it and review it.

We teach our values explicitly: what they look like, sound like and feel like. For many children, school is where Accept, Adapt and Aspire are first named and practised consistently. We ask families to support The CBJ Way at home by talking about the values, reinforcing the language and letting us know if something outside school is affecting their child's behaviour or wellbeing.

26. Policy Review and Approval

The headteacher and Behaviour Lead review this policy each year. The local governing body gives formal approval. We review it sooner if statutory guidance changes, if pupil voice, parent/carer voice or staff feedback tells us we need to, or if a serious incident requires it.

All staff see this policy at induction and again at the annual safeguarding refresher. It is published on the school website.

27. Legislative Framework and Linked Policies

This policy follows the statutory guidance and legislation listed below.

Statutory guidance and legislation:

- Education and Inspections Act 2006 (Sections 88 to 94)
- Education Act 2011
- School Standards and Framework Act 1998
- Equality Act 2010, including the Public Sector Equality Duty
- Children and Families Act 2014, and the SEND Code of Practice 0 to 25 (2015)
- Counter-Terrorism and Security Act 2015 (the Prevent duty)
- DfE 'Behaviour in schools: advice for headteachers and school staff' (February 2024)
- DfE 'Suspension and permanent exclusion' guidance (July 2026)
- DfE 'Searching, screening and confiscation: advice for schools' (July 2022)
- DfE 'Use of reasonable force: advice for headteachers, staff and governing bodies'
- DfE 'Mobile phones in schools' guidance (February 2024)
- Keeping Children Safe in Education (current edition)
- DfE 'Preventing and tackling bullying' and 'Cyberbullying: advice for headteachers and school staff'
- DfE 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE 'Mental health and behaviour in schools'
- UKCIS 'Sharing nudes and semi-nudes: advice for education settings'

Statutory policies this policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy and SEND Information Report

- Attendance Policy
- Allegations Against Staff Procedure
- Equality Information and Objectives (Public Sector Equality Duty)

Other linked policies, required by guidance or held as best practice:

- Anti-Bullying Policy
- Online Safety and Acceptable Use Policy
- Mobile Phone and Personal Device Policy
- Suspension and Exclusion Policy (where held separately)
- Drug and Alcohol Policy (where held separately)
- Positive Handling and Use of Force Policy

The CBJ Way

Every behaviour is a message. Every adult response is a model. Every relationship is worth protecting. Every child deserves a way back.