Behaviour and relationships policy

Bricknell Primary School

1. Introduction

At Bricknell Primary school we understand the value of relationships. We know that children need to feel safe, secure and comfortable with the adults around them in order for them to flourish academically, socially and emotionally. This policy sets out our expectations for behaviour. These are underpinned by the positive relationships established between staff and pupils informed by research, evidence and trauma informed practice. We also recognise that for some pupils, a more personalised approach may be needed to meet their developmental needs. The key principles outlined below support children to understand their behaviours and manage them well.

2. Aims of this policy

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Ensure all management of behaviour is consistent and underpinned by positive relationships
- Support staff to realise and acknowledge the prevalence of trauma and its symptoms
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Outline a clear behaviour pathway with support provided at each stage
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline additional support for pupils who require a more personalised approach

3. The behaviour curriculum

3.1 Expectations

In our school, pupils are expected to:

Show respect, tolerance and kindness

Have high aspirations, determination and resilience

Demonstrate the Bricknell Standard

Make the most of every opportunity

We refer to these as our Bricknell Standard.

These are reinforced through our Bricknell Standard **(Appendix 1)** which are monitored weekly by class teachers regularly by Senior Leaders to ensure a consistent approach.

Where appropriate and reasonable, adjustments may be made to routines to ensure all pupils can meet behavioural expectations.

To ensure these are fully understood by pupils, we reinforce these expectations regularly, praise pupils for demonstrating these standards, and display posters around the school to clarify the behaviour we expect in different parts of the school: (**Appendix 4)**

We operate a simple traffic light model to make it clear to everybody the expected behaviour in our school and the actions pupils need to take to improve any behaviour that does not meet expectations.

Bricknell Standard: Following the school expectations.
Communication 1 (C1): Not following school rules. Guidance given about how to get back to green.
Communication 2 (C2): Repeated amber behaviour, persistent disruption or refusal, more serious incidents

Examples of the types of behaviour at each stage are given in **Appendix 2**

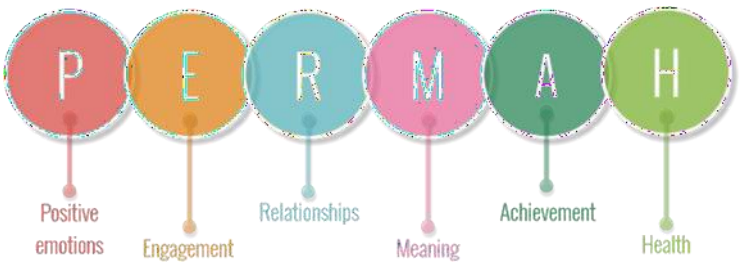
3.2 Curriculum and assemblies

Assemblies regularly focus on positive behaviour, respect, manners, attitudes etc…. A strong PSHE curriculum places a high priority on managing mental well-being and the ethos of tolerance and support underpins every aspect of school life.

Building and maintaining effective relationships form a key element of our pastoral curriculum. By ensuring positive relationships we strive to establish an environment where pupils trust the adults in the school and where they feel safe and well cared for.

3.3 The PERMAH model

At Bricknell, we use the PERMAH model to support our staff and children in understanding how to develop their own mental health and wellbeing, as well as supporting others with this. Our staff understand that strong relationships are the basis in which we can support children in developing self-regulation strategies, reducing behaviours in turn.



P - Developing the ability to think positively and approach new/difficult situations with a 'can do' attitude.

E - Working together to come to a conclusion.

R - Strong, positive relationships form the basis of positive mental health and wellbeing.

M - Allowing each other to flourish, working towards a positive goal or outcome

A - Allowing each other the opportunity to develop, grow and achieve at their level

H - Strong 'health hygiene' (sleep, diet) allows a person to develop holistically

Our tiered support for both children and families can be found in appendices 5.

4. Responding to good behaviour

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

The expectation is that all children will model the Bricknell standard and this will be reinforced, recognised and praised by staff throughout the day.

Additional rewards can also be earned to encourage positive attitudes.

- Dojos linked to the schools aspiration curriculum
- Aspiration Curriculum tropies awarded weekly to classes
- Weekly Headteacher Awards
- Weekly Positive Postcards
- Tonie Boxes (KS1) to reward reading 5 times a week
- Book vending machine (KS2) to reward reading 5 times a week

5. Sanctions and consequences

Sanctions are applied to ensure that we maintain a safe and positive learning environment for all children. Sanctions are applied appropriate to the particular situation or circumstance of the behaviour. Any behaviour that is not of an acceptable standard must be challenged by all adults. In most cases, children respond well to a reminder about expectations. If needed, a warning will be given.

If a child continues to demonstrate behaviour that does not meet the expected standard, all adults must follow the **behaviour pathway: See Appendix 3**

Where there is persistent poor behaviour, parents will be contacted to discuss next steps. This may include being placed on report as part of a **behaviour plan** agreed with parents / carers. If further support is needed, a **multi-element plan** may be used.

6. Pupil support systems

For some pupils, additional support may be needed as their behaviour may be caused by an identified need or unmet social or emotional need. Additional assessments will be carried out to determine the needs and bespoke support. This may involve intervention, ELSA support or external agencies. A behaviour plan will be used to identify clear expectations and targets and parents will be involved.

Reasonable adjustments may be made to the usual rewards and sanctions in individual cases in response to any special educational need or disability.

7. Physical intervention and use of reasonable force

At Bricknell Primary School, our approach seeks to prevent and minimise the need for restrictive interventions through positive relationships, early support, appropriate adjustments, co-regulation and de-escalation. Restrictive interventions, including the use of reasonable force and seclusion, are safety measures and are not a form of punishment.

This section should be read alongside the school's individual Positive Handling Plans, risk assessments, Child
Protection and Safeguarding Policy, SEND Policy and other relevant school procedures. It reflects the Department for Education guidance 'Restrictive interventions, including use of reasonable force, in schools' (April 2026), which replaced the 2013 'Use of reasonable force in schools' guidance from 1 April 2026.

What are restrictive interventions?

Restrictive intervention is the umbrella term used by the Department for Education for actions that prevent, restrict or subdue a pupil's movement or part of their body. This includes physical and non-physical interventions. Reasonable force is a term used in legislation and includes physical restrictive interventions.

The school recognises that appropriate physical contact, such as first aid, comforting a distressed pupil, guiding or escorting a pupil, or supporting a pupil to access a space they have chosen to use for self-regulation, is not a restrictive intervention.

When may reasonable force be used?

All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable force may be used to prevent or stop a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

The decision to use a restrictive intervention must be based on the circumstances at the time. Staff should consider whether it is necessary, whether there is a less restrictive alternative, whether the intervention is likely to reduce the risk or escalate the situation, and the pupil's welfare.

Where restrictive intervention is necessary, staff must use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risk. Staff should continually assess whether the intervention should be reduced or stopped.

Prevention and de-escalation

Prevention and de-escalation are central to our approach. Staff use the relational strategies already set out in this policy, including PACE, co-regulation, calm and predictable communication, safe spaces, sensory strategies, appropriate choices, time and space to regulate, and restorative approaches.

Staff consider the environment and the individual pupil's needs, including potential triggers, communication needs, sensory needs, medical needs, trauma, anxiety and other vulnerabilities. Staff use appropriate adjustments to reduce the likelihood of escalation.

Where a pupil presents an identified risk of requiring restrictive intervention, staff work with the pupil, parents/carers and relevant professionals, where appropriate, to develop an individual Positive Handling Plan and risk assessment. These plans identify triggers, early warning signs, preventative strategies, de-escalation approaches, reasonable adjustments and, where necessary, parameters for increased physical contact.

Positive Handling Plans and risk assessment

A Positive Handling Plan is an individualised plan designed to reduce the likelihood of restrictive intervention and provide staff with a consistent, safe and proportionate response

where there is an identified risk of harm. The plan does not give automatic permission for restrictive intervention. Staff must make a fresh, situation-specific assessment of necessity, proportionality, welfare and safety.

Where there is an identified risk that reasonable force or another restrictive intervention may be required, an appropriate positive handling plan must be in place. Plans should be reviewed periodically and following any significant incident, using evidence about what has worked and what has not worked.

Pupils with SEND and other vulnerabilities

We recognise that pupils with SEND or other vulnerabilities may be disproportionately subject to restrictive interventions. Staff should seek to understand underlying triggers, including pain, sensory overload, unfamiliar situations, communication difficulties, fear or anxiety, and consider how the school environment and its policies may be experienced by individual pupils.

Reasonable adjustments are considered in accordance with the Equality Act 2010. Where appropriate, Positive Handling Plans are co-produced with the pupil and their parents/carers and informed by relevant professionals. Communication strategies are adapted so that pupils have adequate time and appropriate means to understand and respond.

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving, including by physically obstructing the pupil's way of leaving or securing the place they are in.

Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It is never used as a disciplinary response to deliberate or wilful misbehaviour and is never implemented through the threat of punishment.

Any place used for seclusion is safe and not threatening or intimidating. The pupil is supervised throughout and, as soon as the immediate risk of harm has reduced, the pupil is allowed to leave. Any incident involving seclusion is recorded and reported in accordance with the school's procedures.

Staff training and safety

Staff who are likely to need to use reasonable force or other restrictive interventions are appropriately trained in safe and lawful use and in preventative and de-escalation strategies. Training reflects the principles of the Department for Education guidance and the needs of the school.

Only staff who have received appropriate training should use any planned restrictive intervention identified within an individual Positive Handling Plan, although the legal power to use reasonable force is not limited to trained staff where an immediate situation requires action.

Recording and reporting incidents

The school maintains procedures for recording and reporting restrictive intervention incidents in accordance with the Education and Inspections Act 2006, section 93A, and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, which came into force on 1 April 2026.

Each significant incident in which a member of staff uses force must be recorded in writing as soon as practicable after the incident. Staff involved endeavour to complete the record no later than the same day. The record includes, as a minimum:

- The names of the pupil and staff directly involved.
- Relevant needs or circumstances, including whether the pupil has SEND and their SEN status code.
- The date, time, location and approximate duration.
- What led up to the incident, known or potential triggers and preventative/de-escalation strategies used.
- Where relevant, the type and degree of force and any physical injuries.
- Why the use of force was assessed as necessary.
- Post-incident support, including medical treatment or other adverse impacts.

Each significant use of force must be reported to the pupil's parent(s)/carer(s) as soon as practicable, and
staff should endeavour to do this no later than the same day.

There are safeguarding exceptions to parent reporting where informing a parent would be likely to result in significant harm to the pupil. In such circumstances, the incident must be reported to a parent where this can be done safely or, where there is no parent to whom it can be safely reported, to the local authority within whose area the pupil ordinarily resides.

The school also records and reports seclusion and non-force-related restraint incidents in accordance with the 2025 Regulations.

Post-incident support and repair

Following a restrictive intervention, the school will evaluate the incident as soon as practicable to understand why it occurred, the impact on the pupil and staff, any patterns or triggers, and how the likelihood of future restrictive intervention can be reduced.

Where appropriate, the pupil and staff member involved should receive medical assessment and treatment for injuries. Staff and pupils are offered appropriate follow-up support and an opportunity to reflect. Follow-up conversations support learning, wellbeing and the repair and

rebuilding of relationships and, where possible, are facilitated by a staff member who was not involved in the incident.

Pupils who witness a restrictive intervention and may have been distressed also receive appropriate support.

Monitoring, evaluation and governance

The school monitors and analyses restrictive intervention data to identify patterns and triggers, evaluate the effectiveness of prevention and de-escalation strategies, identify staff development needs and inform improvement planning. Governors and school leaders also review this information appropriately.

Monitoring includes consideration of whether restrictive interventions are used disproportionately in relation to pupils with SEND, protected characteristics or other vulnerabilities. Where patterns are identified, the school will consider changes to policy, practice, individual support plans, risk assessments, training or other preventative measures.

Complaints and allegations

Complaints regarding the use of restrictive interventions will be dealt with in accordance with the school's normal complaints procedure. Where an allegation is made against a member of staff concerning inappropriate use of force or another restrictive intervention, the procedures in Keeping Children Safe in Education will be followed, including the relevant safeguarding and allegations procedures.

All children who have previously needed physical intervention will have a bespoke **Restrictive Physical Intervention Plan** so staff are able to identify and remove triggers, leading to fewer incidents. This RPI will be written in collaboration with parents, staff and external agencies where appropriate.

Please refer to separate **Physical Intervention Policy** for further information.

8. Roles and responsibilities

The Local Advisory Board

- Review this behaviour policy in conjunction with the Head of School
- Monitor the policy's effectiveness
- Holding Senior Leaders to account for the implementation of the policy

The Senior Leadership Team

- Set high expectations by consistently modelling the agreed behaviour principles.
- Ensure that the school environment encourages positive behaviour
- Monitor how staff implement this policy to ensure rewards and sanctions are applied

consistently to all groups of pupils

- Ensure new staff are provided with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Provide regular training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensure that the data from the behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Provide accurate information to the Local Advisory Board and the Trust.

All school staff

- Set high expectations by consistently modelling the agreed behaviour principles.
- Take an active role in creating a calm, orderly and safe environment for pupils
- Build positive relationships with pupils and their families
- Establish and maintain clear boundaries of acceptable pupil behaviour
- Implement the behaviour pathway consistently and fairly
- Respect and listen to pupils
- Provide a personalised approach to the specific needs of particular pupils
- Record behaviour incidents promptly in line with the school policy

Parents and carers

- Support the school's expectations of behaviour
- Support their child in adhering to the school's behaviour policy, including accepting any sanctions
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure their child attends school regularly, on time and wearing the correct uniform

Pupils

- Follow the school rules and do their best to meet the expected standards
- Do their best to earn rewards for meeting the behaviour standards
- Accept the consequences they face if they don't meet the standards
- Make use of the pastoral support that is available to them to help them meet the behavioural standards
- Support and look after other pupils
- To show respect to others, regardless of differences eg: race, gender, religion, sexuality or disability
- To show respect to property and the school environment
- To attend regularly and on time

9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

10. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We take all reports of bullying seriously and always fully investigate. Bullying in any form, is not tolerated in our school. Please see separate **Anti-Bullying Policy.**

11. Child on Child Abuse

At our school, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between children including:
- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment or sexual violence

These behaviours should never be tolerated, passed off as ‘banter’ or part of growing up. If

a pupil reports an incident of abuse, we will let the pupils know that we will:
- Take their safety and wellbeing seriously

- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently, and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or Hull City Council EHaSH.

Incidents relating to all forms of bullying will be reported, recording, and dealt with, in accordance with either the Academy's Anti-Bullying or E-Safety policy.

Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied. The school considers a balance between the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

12. Behaviour Beyond the School Gates

In line with section 89 of the Education & Inspection Act 2006, this policy also applies to poor behaviour not on the school premises.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member 'to such an extent as is reasonable'.

13. Screening, Searching and Confiscation

The Education Act 2011 allows staff to lawfully search pupils, without consent or parental permission, if there is a suspicion that the pupil has has a 'prohibited item'. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks

- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Only the Head of School, or a member of staff authorised by the Head of School, can carry out a search. The Head of School can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

14. Malicious allegations against staff

If an allegation is determined to be malicious, the Head of School or Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned needs services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head of School will consider the appropriate disciplinary action against the pupil who made it.

15. School visits and out of school activities

Our main concern is for the safety of all the children in our care. In exceptional cases it may be felt that the behaviour (or trends of behaviour) of certain children might create a safety hazard for themselves and other children/staff. A risk assessment will be undertaken by the phase leader, deputy, or Head of School. Parents will be informed (usually in writing).

If a child does not pass the risk assessment for an out of school activity, alternative provision will take place in school.

No child will be excluded from any activity due to any physical or learning disability, economic or religious reasons.

16. Monitoring

Staff monitor the effectiveness of this policy on a regular basis and report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the Trustees to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

17. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:
- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

18. Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Head of School and only as a last resort.

Following a suspension, a reintegration meeting will be held with the pupil and their parents to review expectations and additional support that may be provided.

Please refer to our **Suspensions and Exclusions Policy.**

19. Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

20. Training

Regular behaviour updates take place during staff meetings to ensure that all staff feel confident to deal with behaviour and to ensure consistency. The behaviour leads provide support and guidance for all members of staff who require additional strategies. Physical intervention training is kept up to date.

Induction for new staff members includes guidance on the school Behaviour and Relationships Policy. Regular CPD is planned throughout the year with a focus on a range of special educational needs, anxiety and mental health and wellbeing support to ensure that staff feel knowledgeable and equipped to begin to identify the root of behaviours and subsequently plan strategies to address this. Regular visitors to the schools are provided with information about the implementation of the Behaviour and Relationships Policy and how to report incidents or concerns.

21. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

11. Links to other relevant policies

This policy makes reference to other whole school policies and guidance:

- Anti-bullying Policy
- Guidance for Safer Working Practice for Adults Working with Children and Young People in Education Settings 2019
- Single Equalities Scheme
- Exclusion and Suspension Policy
- E-Safety Policy
- Child Protection Policy
- Physical Intervention Policy

Appendix 1

Bricknell Standard

The Bricknell Standard

The Bricknell Standard is built in to the school timetable weekly for all children in Years 1-6.

This is used as a time of reflection for the children.

The senior leadership team monitor the engagement of pupil's home learning weekly.

- **Read at home five times a week**
- **Complete Times Table Rockstars (30 minutes per week Y5/6 and 25 minutes Y3/4)**
- **Follow the behaviour expectations in all areas of the school**
- **Wear the correct uniform**
- **Wear the correct PE kit (no earrings and hair tied back)**
- **Try your best!**

Appendix 2

Examples of behaviour where a reminder is needed would include:

- Calling out
- Talking when someone else is talking
- Interrupting a conversation
- Distracting others
- Running in the corridor
- Moving about the classroom without good reason and/or permission

Examples of Communication 1 (C1) would include:

- Inappropriate language e.g., non-threatening expression of displeasure
- Name calling
- Lack of respect for people or property
- Rudeness
- The very first instance of foul and abusive language
- Refusal to follow instructions
- Non-verbal gestures
- Lying
- Rough play
- Any persistent action exemplified at stage 1

Examples of Communication 2 (C2) would include:

- Any behaviour that puts themselves or any other person at risk of harm
- Any violent act towards any other person
- Foul and abusive language towards any adult in school
- Threatening behaviour towards adults or children (with menace and/or intent)
- Racial abuse/homophobic abuse
- Persistent refusal to follow instructions
- Theft
- Spitting
- Running away from an adult
- Deliberate damage to any property in school
- Bullying (see anti-bullying policy)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Sexual assault (intentional sexual touching without consent)
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images

    NB – THE ABOVE ARE ONLY EXAMPLES OF BEHAVIOURS FOR EACH STAGE. IT IS NOT EXHAUSTIVE AND THERE IS FLEXIBILITY IN THAT STAFF MAY USE THEIR PROFESSIONAL JUDGEMENT

Bricknell Primary School Behaviour Pathway

'All behaviour is a form of communication'

Adult to remind children of Bricknell standard appropriate to the context

Praise and Reward positive behaviours

If C1 behaviour occurs, give a clear warning with instructions of how to show the Bricknell Standard.

→ Behaviour is rectified and praised and learning is not disrupted

Behaviour continues and a C1 is given - child taken aside, behaviour discussed with them. C1 logged and the way in which they can show the Bricknell standard is discussed with the child

→ Behaviour is rectified and praised

Child continues to exhibit the C1 behaviours and they are warned that a C2 will be issued if this is not rectified.

→ Behaviour is rectified and praised

Child continues behaviours and moves to C2. Following a C2, the parent will be informed by the class teacher and an appropriate behaviour support plan will be created for that child (apology, social story, comic strip conversation, team around child, structured provision etc.)

→ Behaviour is rectified and praised

If persistent C1 behaviours occur, resulting in C2s on 3 occasions, the phase leader will be informed and a meeting will be held with parents in which a Multi-Element Plan will be created.

If a child exhibits a C2 behaviour either following a warning or spontaneously, this will be logged. Parents will be informed and an individualised plan will be created. Behaviours which result in danger or harm to themselves or others may result in further action being taken whilst this is investigated fully.

School leaders will routinely monitor the behaviour logs for each class and recurring or persistent incidents will be picked up on and investigated to ensure the correct support is in place for all

children.

Appendix 4


Bricknell Primary School
Classroom
Personal Skills
Communication
Respectful
Resilience & Ambition
Hardworking
Calm
Enterprise
Full Participation
Co-operative & Collaborative
Imaginative & Inquistive
Respect
Tolerance
Kindness


Bricknell Primary School
Resilience & Ambition
Corridors
Communication
GOOD MORNING
Polite and Kind
Personal Skills
Respectful
Prompt and Efficient
Silent Lines
Enterprise
Co-operative & Collaborative
Imaginative & Inquisitive
Respect
Tolerance
Kindness


Bricknell Primary School
Assembly
Communication
Enterprise
Resilience & Ambition
Respectful
Safe Sitting
Silent Entering and Exiting
Full Participation
Co-operative & Collaborative
Personal Skills
Imaginative & Inquisitive
Respect Tolerance Kindness


Bricknell Primary School
Dining Hall
Personal Skills
Communication
Polite Eating
THANK YOU
Respectful
Enterprise
Resilience & Ambition
Calm, Quiet Queuing
GOOD MORNING
Responsible
Co-operative & Collaborative
Imaginative & Inquisitive
Respect
Tolerance
Kindness


Bricknell Primary School
Playground
Personal Skills
Communication
Respectful
Responsible
Resilience & Ambition
Inclusive and Kind
Enterprise
Sensible Lining Up
Co-operative & Collaborative
Imaginative & Inquistive
Respect
Tolerance
Kindness

Appendix 5

Appendix 5: Behaviour Plans

STRUCTURE OF THE DAY
Meet and Greet: *Structure of meet and greet routines* *Information of playtime and lunchtime support*

Target	How will we achieve this?	Timescale/review date

AGREED RESPONSES TO UNACCEPTABLE BEHAVIOURS
Script/actions
1. I can see that you feel . I would feel if it happened to me. It is okay to feel_____it is not okay to_____. You need to go to your space or the calm corner to calm down.
2. CHILD, you have two choices or_____ e.g. go back to class or you will have to stay in at break to do the work you are missing.
3. Follow my instructions or we will have to phone parent/carer to come in and work with us to help you (go back to class, follow our instructions)
4. Phone parent/carer to come into school to support.
5. Consider suspension if above fails and CHILD is putting himself or others in immediate risk.
NB. If CHILD comes out of class without permission, he/she will have to stay in for 5 mins at break (using a timer) to complete any tasks he has missed. See structure below if he refuses this.

AGREED RESPONSES TO NOT COMPLETING WORK
Script/actions
1. CHILD, first _____then_____. E.g. First Maths, then playdough.
2. CHILD will stay in for 5 mins at break to complete his work (with a timer)
3. CHILD will stay in at lunch for 5 mins to complete his work (with a timer)
4. CHILD will stay after school and parent/carer will join CHILD to ensure he completes his work.

IF CHILD ACHIEVES TARGETS…
For a whole morning - CHILD will receive a Good Morning Note. **For a whole day – CHILD will receive a Good Day Note.**

Signed (pupil):
Signed (parent/carer):
Signed (school):

CHILDRE.N

THE CONSTELLATION TRU51



SOME CHILDREN REQUIRE:

- □L..SA
- AdvoTalk
- School Nurse support
- Women's Aid support
- Sensory Processing support
- Pastoral officer suppt:lrt
- EYFS TEACCH, TEACCH 1 and TEACCH 2
- Friendship groups/ Social groups
- WRAP support
- !PASS

AIL CHILDREN AT BRICKNELL RECEIVE:

igh quality te1mhing in ,t.very classroom with teacht.rs who are train11d In und□rstandlng and supporting child menial heal11land wellbeln9.

- Opporl:unities built into the currlculum !or children to express themselves and gain ao understanding ol em01tional lileracy and self-re{l,1lation.

Opportunities to have their say using a variety of pupil voice gathering techniques

- Ji s.aw s ions and Ji aw ass-em lies
- Ye:r 6 Bama transition support

PARENTS / CARERS AND FAMILIES

THE CONSTELLATION TRUST



SOME PARENTS / CARERS REQUIRE:

TARGET

- Ach..1It Education $&.SSions
- Early Help
- Jigsaw Famill□
- Women's Aid suppon
- EP support meetfngs
- APDR re□iew meetings
- Sleep service referrals
- School nurse suppo

ALL FAMILIES AT BRICKNELL RECEIVE:

- Gorni,istent communic::ation With the •Gle□s teacher to ensure that any issu□s are qulckly Identified:, addre-ssad ahd plans put in placa.
- An open, honest and non-judgemental jUdgement:al P<3storal s.uppon team who tl'rle,y can share any worries or conoerns with_ open door policy for all stakehokllers.
- Suppo rt ser_1ce$ signpos.ted on the school's social media and webs lte.
- Planned opportunities throughout the year far parents to come to school and mae1 with the teacher□., pas□o.ral team and SEN team.