



# Behaviour and Relationships Policy 2025/26

Brimington Junior  
School

### Monitoring and Review

This policy is reviewed annually by the Board of Trustees of The LEARNERS' Trust. Any changes made to this policy by the Board of Trustees will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

This policy was reviewed in July 2025.

The next scheduled review date for this policy is July 2026.

A handwritten signature in black ink, appearing to read 'KMDennis', written in a cursive style.

Headteacher

## Contents

1. Statement of intent
2. Legal framework
3. Roles and responsibilities
4. Definitions
5. Training of staff
6. Pupil expectations
7. Rewarding good behaviour
8. Punishing poor behaviour
9. Behaviour off school premises
10. Behaviour and sanctions
11. Reflection
12. Items banned from the school premises
13. Confiscation of inappropriate items
14. Use of reasonable force
15. Outside the school and wider community

## Appendices

1. Dealing with incidents
2. Warning Cards
3. Restorative Practice
4. Individual Behaviour Plans (IBP)
5. Reward System

### 1.Statement of Intent

Schools within the LEARNERS' Trust believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

At Brimington Junior School, our Behaviour Code is designed as a strategy to develop children into respectful citizens, embedding our 'Go Further' values into their everyday lives:

Model and Value Good Manners

Promote Positive Relationships

Inspire excellence in everyone

Make the world a better place

Spread Happiness

We understand that both our reward and sanction policies are important strategies used to recognise:

- Success – we recognise when values are demonstrated by rewarding Class Dojos. Our Class Dojos utilise our five 'Go Further' values as seen above.
- Challenge - when children's behaviours challenge our five values, sanctions will be used to encourage them to consider their actions and the impact it has on others. This is done using our sanctions ladder and restorative practice discussions.

### The School Rules

At Brimington Junior School, we teach children to value the importance of respect in behaviour and relationships. We use the school rules to reinforce this:

## Brimington Junior School Rules

### Be Kind



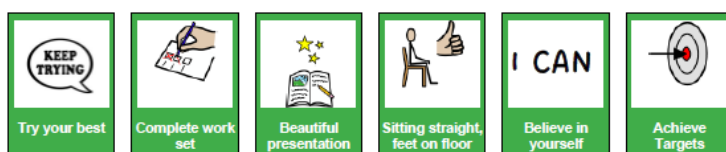
### Be Ready



### Be Safe



### Work Hard



The school is committed to:

### Relationships

- Encouraging positive relationships with all pupils and parents/carers.
- Encouraging good manners with all pupils.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Developing positive relationships with our pupils to enable early intervention.
- Encouraging pupils to be a respectful citizen.

### Behaviour

- Promoting the 'Go Further' attitude to pupils' learning.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and improving bad behaviour.
- Providing and encouraging a respect for a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting desired behaviour through our school values
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.

Our Brimington Junior School Vision underpins our curriculum and Behaviour and Relationships Policy:

- Having an ambitious curriculum that challenges our children
- A progressive curriculum guided by the latest research
- A curriculum that develops the whole child
- A curriculum where children learn through experiences
- A compassionate curriculum

## School Drivers

At Brimington Junior School, we believe that it is equally important to be supporting children and families both in and outside school. We aim to make our community a better place. To do this, we have identified 3 key social drivers with the aim of making our community a better place.

## **Belonging, Ambition and Well Being**

### **Ambition**

We believe every child has the potential to succeed, and to foster their ambition, we emphasise:

- Role models and real-life experiences to inspire high expectations
- Helping children understand and navigate the wider world
- Encouraging curiosity, self-motivation, and the breaking of stereotypes

### **Belonging**

We understand that fostering a sense of belonging is essential for all families, our goal is to create an inclusive school environment by:

- Encouraging parental engagement with the school
- Offering support for adult mental health and parenting
- Addressing the unique needs of diverse families

### **Well being**

A key priority is your child's overall well-being, both emotionally and physically, we address:

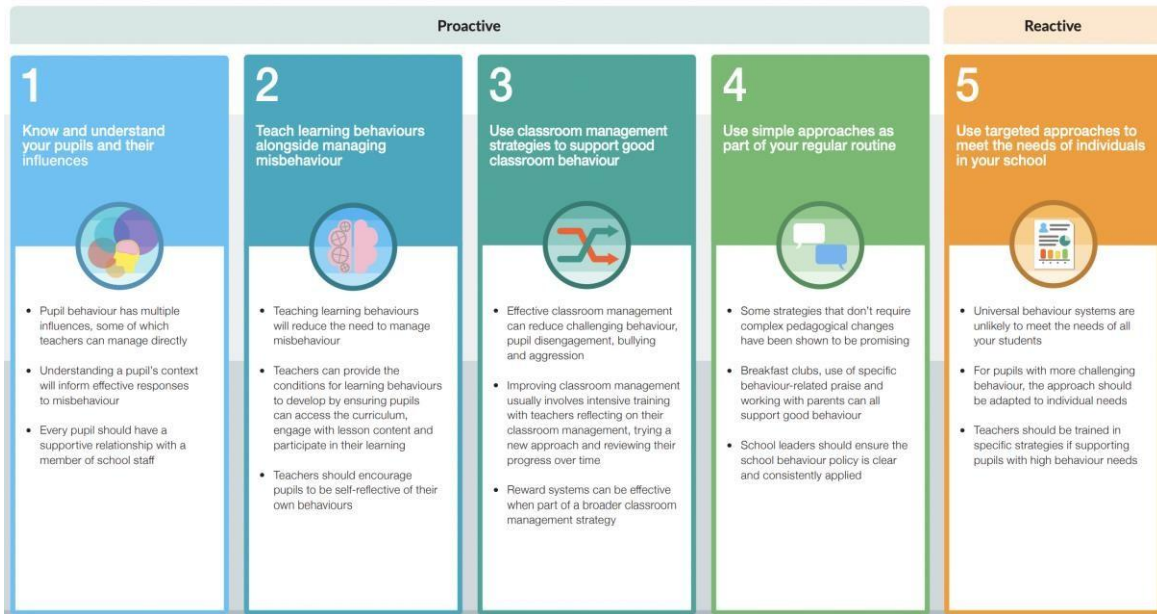
- Mental health and self-esteem
- Online safety, emotional regulation, and resilience
- Building positive relationships, conflict resolution, and awareness of attachment

## Research-Based Approach

### Education Endowment Foundation

In creating this behaviour policy, current and highly regarded research was used as a basis for policy making and staff training.

The EEF (Education Endowment Foundation) forms the foundation of this Behaviour and Relationships Policy.



In the 2021, 'Improving Behaviour in Schools' report, six key recommendations are suggested. This has formed the basis of the Brimington Behaviour Code, including its use of Restorative Practice, as well as this policy.

## Looking Behind the Behaviours (Children and Adolescent Mental Health Services)

At Brimington Junior School, we use the CAMHS approach 'Looking Behind the Behaviour' to look at the whole child, taking into account the pupil's social, emotional needs as well as home life and other factors.

## WALKTHRUs

We utilise the WALKTHRUs approach developed by Tom Sherrington and Oliver Caviglioli, which provides research-led instruction for best practice in the classroom. Staff are trained to apply the WALKTHRUs strategies to their classroom practice. The 'Behaviour and Relationships' strategies from the WALKTHRUs are adapted to suit our school needs.

## 2. Legal Framework

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

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018

### 3.Roles and Responsibilities

The school has overall responsibility for:

- The implementation of this Behavioural Policy and of the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- The behaviour of their child(ren) inside and outside of school.

### 4.Definitions

For the purpose of this policy, the school defines "unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

General Conduct

- Pupils should be respectful to all members of the school community and to all visitors to the school (kind words, kind hand and kind feet).
- Pupils should not behave in a vexatious manner – deliberately acting in a manner so as to cause annoyance or irritation
- Pupils must not spit.
- Pupils must not chew gum.
- Pupils must not fight or behave aggressively

- Pupils must not answer back or argue with teachers in a disrespectful manner (kind words)
- Pupils must not be rude when talking with teachers, they should not keep their hands in pockets when talking to an adult
- Pupils must not run around the building or move in an unsafe way. Pupils should move around the school in a quiet and orderly manner.
- Pupils must not swear or use offensive language (kind words)
- Pupils must not be late for lessons, attending all lessons and other school activities punctually.
- Pupils must not damage or disfigure the school premises, either inside or outside the buildings.
- Pupils must not discriminate giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Pupils must not harass – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Pupils must not bully – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual several times on purpose
- Pupils must not engage in cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Pupils must not smoke, drink alcohol, take drugs or gamble. This includes the times when pupils are travelling to and from school.
- Pupils must not engage in public displays of affection. The school is a working environment and so public displays of affection are not appropriate during lessons, nor while on school activities.

#### In the classroom

- Pupils must not be disrespectful, argumentative, rude, confrontational or intimidating.
- Pupils must not answer back to teachers
- Pupils must not move around the classroom without permission.
- Pupils must complete tasks set by the teacher.
- Pupils must work with other pupils as organised by the teacher.
- Pupils must not disrupt a class, making it difficult for others to learn.
- Pupils must not leave the classroom or school premises without permission.
- Pupils must not disobey a reasonable request from a teacher.
- Pupils must not miss lessons.
- Pupils must not intimidate other pupils.
- Pupils must not lie to teachers.

#### Appearance

- The school uniform, detailed separately, is compulsory.
- No jewellery rings, or any other earrings than one stud in each ear are to be worn at any time in school.
- Nail varnish, make-up and tattoos are not allowed.

- Hair is to be clean and tidy. Long hair must be tied back. Hair should be of a natural colour. Unnatural coloured hair or various coloured hair is not allowed.
- Pupils are reminded that they are representatives of the school.
- Shirts/blouses should be tucked inside of trousers or skirts.

#### Property

- Pupils are responsible for their own belongings.
- Exercise books, planners, text books, electronic equipment, stationery and folders issued by the school remain the property of the school and should be treated as such.
- Pupils are responsible for replacing lost or damaged school property.
- P.E. is a compulsory part of the curriculum and pupils must attend with appropriate kit at every lesson.

#### Mobile Technology

- The school accepts that personal mobile phones are often given to pupils by their parents to ensure their safety and personal security.
- Parents/carers should be aware if their child takes a mobile phone to school.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile devices either at school, or travelling to and from school.

#### Acceptable Use

- Mobile devices should be switched off upon arrival on the school grounds and kept out of sight during the school day
- Mobile phones should be handed to the school office for safekeeping during the school day
- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.
- Pupils are responsible for protecting their own personal information including their phone number.

#### Non-compliance

Failure to comply with the school's Code of Conduct will lead to sanctions as detailed in the school's behavioural policy.

### 5. Training of Staff

The school recognises that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.

- Teachers and support staff will receive training on this policy as part of their new starter induction.
- Teachers and support staff will receive regular and ongoing training as part of their development.

## 6. Pupil Expectations

Pupils will be expected to follow the school's Brimington Behaviour Code, which links to our school values:

- Inspire Excellence in Everyone
- Model and Value Good Manners
- Promote Positive Relationships
- Spread Happiness
- Make the World a Better Place

## 7. Rewarding Good Behaviour

The school recognises that pupils should be rewarded for their display of good learning behaviours and mature attitudes.

The school will use the following rewards for displaying good behaviour:

- Giving Class Dojo points
- Earning individual rewards
- Earning whole class rewards
- Star of the Week
- Star of the Term

## 8. Punishing Poor behaviour

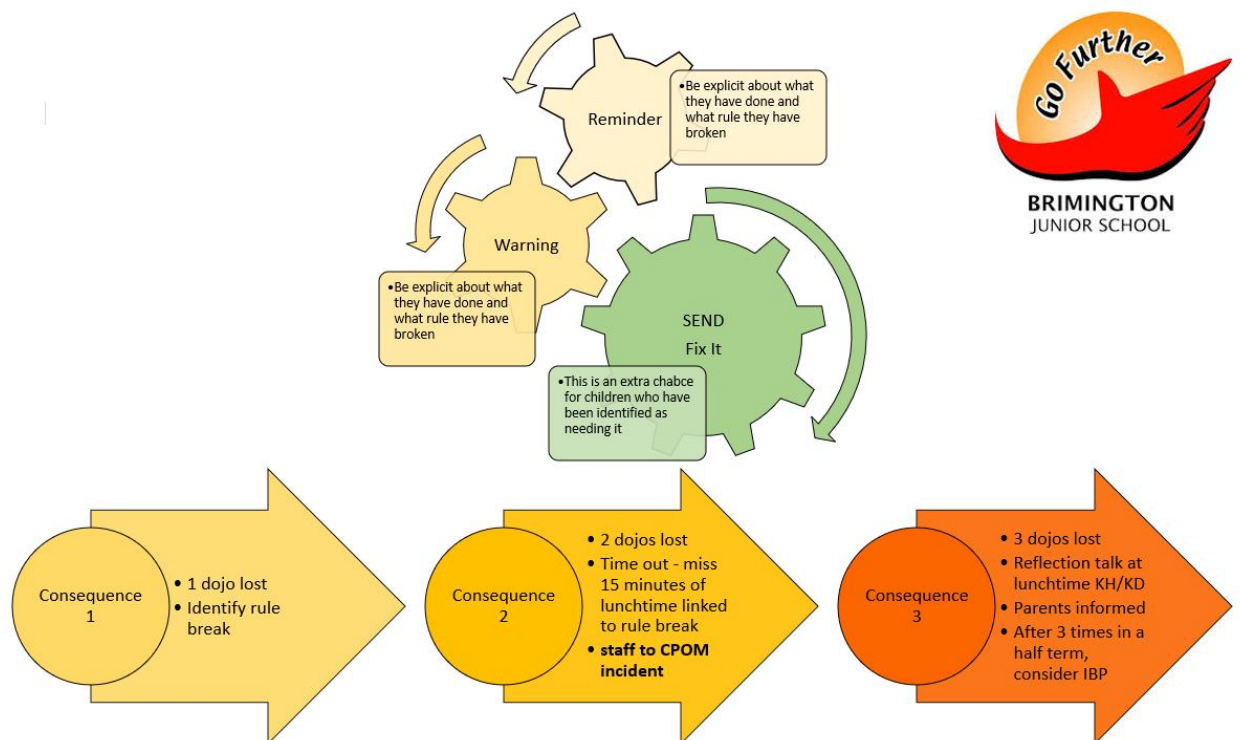
- All school staff are able to discipline pupils whose behaviour falls below the established Code of Conduct at the school.
- If a pupil misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, the teacher will implement sanctions

In order for the punishment to be lawful, the school will ensure that:

- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to punish a pupil is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights.
- The school will ensure that all punishments are reasonable in all circumstances, and will take into account the pupil's age, religious requirements and any special educational needs or disabilities.
- The headteacher may delegate the power to punish poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.
- The headteacher may limit the power to punish poor behaviour from individual members of staff.

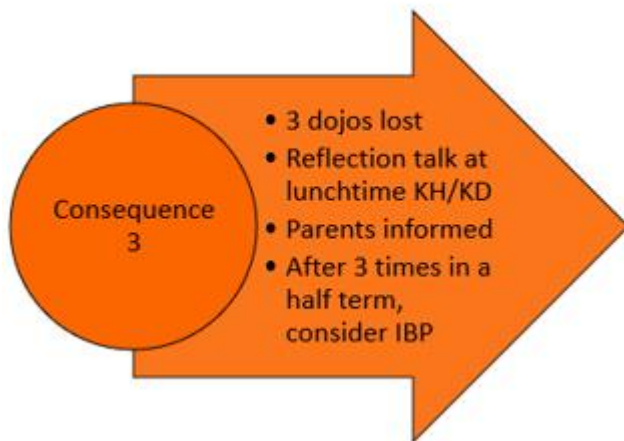
## Behaviour Flowchart

- At Brimington Junior School, we use the Behaviour flowchart to apply sanctions and challenge misbehaviour.
- All staff are trained to utilise the Behaviour Flowchart across school and children are made aware of it through daily classroom management and assemblies.



## Amber Behaviours

For more serious behaviours, the children are made aware they may move straight to Amber (consequence 3)



## Amber rule breaks



### Individual Behaviour Plans

- We use Individual Behaviour Plans (IBPs) to identify certain pupils who are struggling with their behaviour and need additional support.
- IBPs may be completed with the support of external agencies, such as Educational Psychology or Behaviour Support Services. The IBP is shared with parents and all relevant staff to ensure pupils are supported with well-informed best practice.
- Targets for the IBP are SMART (specific, measurable, achievable, relevant, time-sensitive) and are reviewed at least termly with parents.

## 9. Behaviour off school premises

- Teachers are able to punish pupils for misbehaviour outside of the school premises.
- Teachers may discipline pupils for misbehaviour off the school premises when the pupil is:
  - Wearing school uniform.
  - Travelling to or from school.
  - Taking part in any school-related activity.
  - In any way identifiable as being a pupil at the school.

Teachers may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- 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 disrupt the orderly running of the school.
- Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.
- The school will impose the same behaviour sanctions for bullying incidents and non-criminal bad behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

## 10. Behaviour and Sanctions

- At schools within the LEARNERS' Trust, there is no corporal punishment.
- Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, the school will not hesitate to use legal powers.
- Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises

There are clear guidelines for staff on how to respond to poor behaviour through the use of legal frameworks, Restorative Practice and the Code of Conduct.

The school has a range of disciplinary measures which can be used, including, but not limited to, the following:

- Giving verbal reminders and warnings
- Providing extra work or repeating unsatisfactory work until it meets the required standard
- Taking away privileges, e.g. not being able to participate in non-uniform days, or losing extra, prized responsibility.
- Missing break/lunchtime, or reflection time
- Engaging in school-based community service, e.g. picking up litter
- Placing the pupil on report for regular monitoring

- Suspending the pupil either temporarily or permanently, in extreme cases.
- Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, should record it in CPOMs and alert staff
- Records of reported incidents will be accurately recorded on CPOMs and shared with relevant staff
- The school does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the pupils within the school.
- Following an allegation of serious unacceptable behaviour, the pupil may be placed in isolation whilst an investigation takes place.
- If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.
- Any decision made to exclude a pupil will only be done so by the headteacher in accordance with the school's Exclusion Policy.
- All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.
- Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Allegations Against Staff Policy.
- The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.
- The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial.

## 11. Reflection

- The school will make it clear to parents/carers and pupils that they are able to use Reflection as a sanction.
- All teachers at the school are able to impose reflection on a pupil, unless the headteacher decides to withdraw this power from any teacher.
- Parental consent is not required for reflection and therefore, the school is able to issue reflection as a sanction without first notifying the parents/carers of the pupil.
- When issuing reflection, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the pupil.
- If the reflection is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

## 12. Items banned from the school premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray

## 13. Confiscation of inappropriate items

- All members of staff are able to use their power to search without consent for banned items mentioned in this policy. (Search and Confiscation document)
- Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.
- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- The headteacher will always be notified when any item is confiscated.

#### 14. Use of reasonable force

Members of staff are able to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property.

Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.

The headteacher and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff are able to search for all of the banned items listed in this policy, reasonable force will only be used, if necessary, to search for the items listed above.

#### 15. Outside school and the wider community

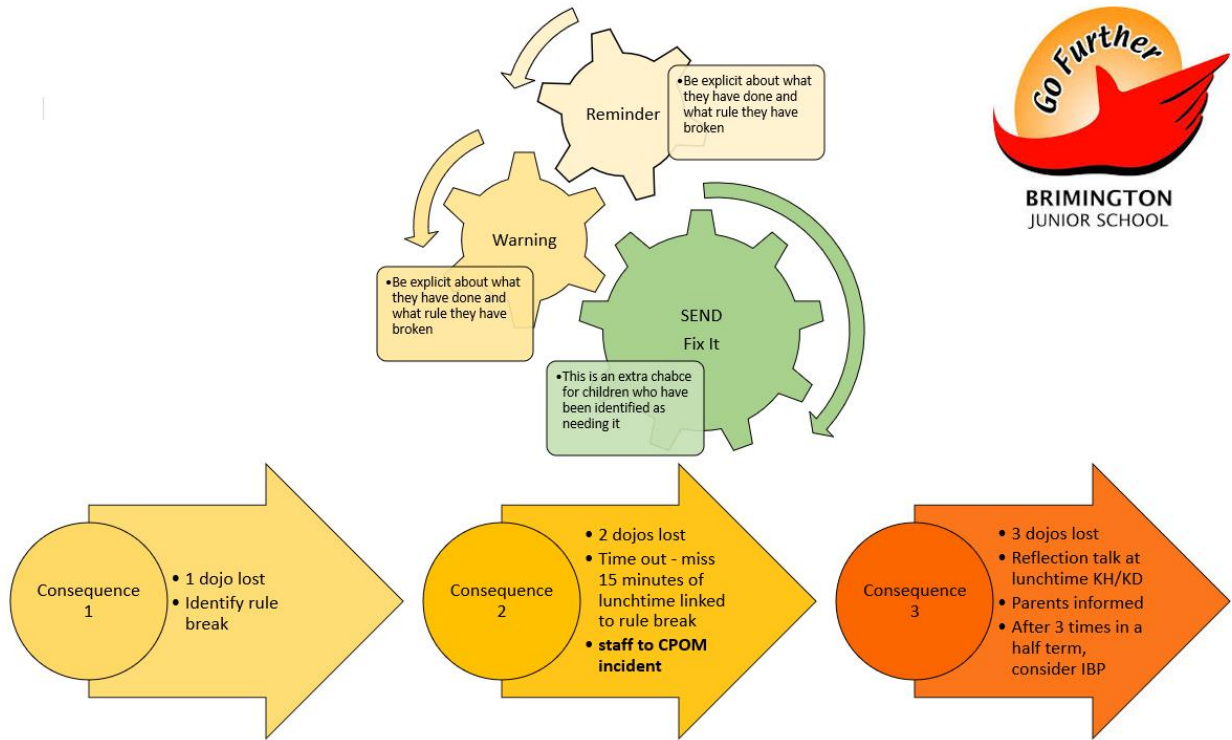
Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

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

# Appendices

## Appendix 1



## Appendix 2

### Brimington Junior School Rules 🐦

Be Kind					
Be polite	Kind words	Kind hands	Kind feet	Be helpful	Listen to others
Be Ready					
Be on time	Wear full uniform	Have all my equipment	Line up on time	Listen to instructions	Complete homework
Be Safe					
Walk around school calmly	Stay in my learning environment	Speak up to stay safe	Look after your environment	Look out for each other	Stay with your adult
Work Hard					
Try your best	Complete work set	Beautiful presentation	Sitting straight, feet on floor	Believe in yourself	Achieve Targets

# Appendix 3 – Restorative Practice

What do we do differently?

The school adopts a restorative practice approach.

How does this fit with the school behaviour policy?

In line with our behaviour policy, children are given a warning and a chance to put things right before formal sanctions are issued. For most children, this is enough for them to see that they are not learning to their full potential and are able to put right their mistake. For those children who continue to disrupt their own or other children’s learning, we offer them an opportunity to reflect on that mistake with an adult. This takes place during break or lunchtime.

How do we implement restorative practice?

During reflection time, pupils sit with an adult and complete a Restorative Practice activity, which is posted on Seesaw. The adult scaffolds the discussion around the behaviour and how to put things right after mistake. The activity is then posted on Seesaw so parents/carers can see and comment if desired. Parents/carers can also request further information about the incident via Seesaw.

<b>Authoritarian Approaches</b> <i>The focus is on:</i>	<b>Restorative Approaches</b> <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>and, as a result;</i>	<i>and, as a result;</i>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

Alongside this, we aim to help those children who struggle with behaviour because of their social and emotional needs.

How does this fit with the school behaviour policy?

In line with our behaviour policy, children are given a warning and a chance to put things right. For most children, this is enough for them to see that they are not learning to their full potential and are able to put right their mistake.

For those children who continue to hurt their own or other children’s learning, we offer them an opportunity to reflect on that mistake with a senior member of staff.

## Where is the Reflection Time?

Reflection time will take place in the outdoor classroom – away from other children and the learning environment.

## Restorative Conversations

- What happened?
- What were you thinking about when you did that?
- How did your actions affect other children or adults?
- How do you think they felt about what you did?
- How do you feel about what you did?
- How do you feel about what you did and the affect it had other people?
- How will you put this right/ make thing better?

## Appendix 4 - Individual Behaviour Plan (IBP)

Some children may require a specialised plan to help them be successful in school. This is developed along with parents and external services. At Brimington Junior School we have two types of IBP:






1. IBP created following a fixed term suspension or concerns around regular patterns of difficulty
2. Enhanced IBP for children at risk of exclusion or for whom a normal IBP has been unsuccessful.

Behaviours	Barriers	Pre-Cursors	Adjustments and Interventions
<p><b>Formal assessment using Behavioural and Emotional Screening System – Pearson</b></p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Relationships – Staff 1/2/3</li> <li>• Relationships – Peers 1/2/3</li> <li>• Difficulty in following instructions/ requests 1/2/3</li> <li>• Organisation</li> <li>• Disruptive Behaviour 1/2</li> <li>• Inappropriate Language 1/2/3</li> <li>• Concentration 1</li> <li>• Turn taking and sharing 1</li> <li>• Difficulty following routines 1</li> <li>• Bullying 1/2/3</li> <li>• Victim 1/2/3</li> <li>• Aggression 2/3</li> <li>• Violence 2/3</li> <li>• Risk Taking Behaviour 2/3</li> <li>• Absconding 2/3</li> <li>• Sexualised Behaviour 2/3</li> <li>• Self-Harm 3</li> <li>• Weapons 3</li> </ul>	<p><b>Use of Barriers to Progress Document</b></p> <ul style="list-style-type: none"> <li>• Anxiety Stress</li> <li>• Barriers – Family/ outside school</li> <li>• Barriers – Basic Needs</li> <li>• Self Esteem</li> <li>• Illness</li> <li>• Developmental Delay</li> <li>• SEND</li> <li>• Lack of Aspiration</li> </ul>	<ul style="list-style-type: none"> <li>• Structured, positive environment</li> <li>• Positive Role Models</li> <li>• Pupils Safe from embarrassment, humiliation, exclusion</li> <li>• Treated with dignity and respect</li> <li>• Interesting lessons</li> <li>• Opportunities for students to engage during learning</li> <li>• High quality equipment and resources</li> <li>• High expectations for academic and social work</li> <li>• Appropriate differentiation</li> <li>• Preparation for any change and the need for clear routines</li> <li>• Relationship developed with parent/carer</li> <li>• Room Arranged to minimise crowding and distraction</li> <li>• Teaching and reviewing of LEARNERS' Code to students</li> <li>• Prompt or pre-correct students to follow expectations</li> <li>• Use of whole school extrinsic reward system</li> <li>• Provision of specific, contingent and brief error corrections for academic and social errors</li> <li>• Metacognitive discussion about why desired behaviours are important</li> </ul>	<p><b>Adjustments</b></p> <ul style="list-style-type: none"> <li>• Specific Praise Reinforcement</li> <li>• Group Reinforcement</li> <li>• Differential Reinforcement</li> <li>• Behaviour Contract/ Token Economy</li> <li>• Behaviour Contract/ Token Economy – response cost</li> <li>• Specific Error Correction</li> <li>• Performance Feedback</li> <li>• Planned Ignoring</li> <li>• Time Out/ Removal of privileges</li> <li>• Additional Adult – Group</li> <li>• Additional Adult – 1:1</li> <li>• Parental Engagement</li> <li>• Visual Timetable</li> <li>• Quiet Area</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>• Peer Mentoring</li> <li>• Positive Play</li> <li>• LEGO Therapy</li> <li>• Nurture</li> <li>• Forest Schools</li> <li>• Social Stories</li> <li>• Board Games</li> <li>• Gardening</li> <li>• Because we're worth it</li> <li>• Relaxation</li> <li>• Box Full of Feelings</li> <li>• Therapy Dog</li> </ul>

## Appendix 5: Rewards System

It is important to celebrate children's achievements. We do this by linking behaviours to our school values:

### Our Brimington Junior School Values









<b>Inspire excellence in everyone</b> 	<b>Promote positive relationships</b> 	<b>Model and value good manners</b> 	<b>Make the world a better place</b> 	<b>Spread happiness</b> 
<ul style="list-style-type: none"> <li>✓ MEET MY TARGETS</li> <li>✓ COMPLETE EXCELLENT HOMEWORK</li> <li>✓ NEAT AND CAREFUL PRESENTATION</li> <li>✓ EXCELLENT IDEAS AND WORK</li> <li>✓ PUTTING MY HAND UP IN CLASS</li> </ul>	<ul style="list-style-type: none"> <li>✓ HELP MY PEERS IN CLASS</li> <li>✓ ASK SOMEONE TO PLAY OR JOIN IN</li> <li>✓ BE AN EXCELLENT TALK PARTNER</li> <li>✓ WORK WELL AS A TEAM</li> <li>✓ SHARE IDEAS OR RESOURCES</li> </ul>	<ul style="list-style-type: none"> <li>✓ USE PLEASE AND THANK YOU</li> <li>✓ HOLD DOORS OPEN FOR STAFF AND PEERS</li> <li>✓ SHOW RESPECT TO ALL ADULTS</li> <li>✓ USE MANNERS DURING DINNERTIMES</li> <li>✓ FOLLOW THE LINING UP CODE</li> </ul>	<ul style="list-style-type: none"> <li>✓ PICK UP LITTER</li> <li>✓ HELP OR BE PART OF CHARITY WORK</li> <li>✓ CONTRIBUTE TO ASSEMBLY</li> <li>✓ TAKE PART IN A CLUB, TEAM, OR PERFORMANCE</li> <li>✓ HELP TO RECYCLE</li> <li>✓ KEEP MY CLASSROOM TIDY AND CLEAN</li> </ul>	<ul style="list-style-type: none"> <li>✓ SMILE</li> <li>✓ BE A GOOD FRIEND</li> <li>✓ GIVE COMPLIMENTS AND MAKE OTHERS FEEL HAPPY</li> <li>✓ SHOW APPRECIATION FOR ADULTS AND PEERS</li> </ul>



Dojo points are given to recognise good behaviour and hard work:

Import from ▾

**Positive** Needs work

 1 Be Kind	 1 Be Ready	 1 Be Safe	 1 Doodle Green Zone
 5 Go Further	 4 Home Reading	 1 Work Hard	 + Add skill

Dojo points will also be lost for poor behaviour choices linked to our Behaviour Flowchart:

Import from ▾

Positive **Needs work**

 -1 C1 - Be Kind	 -1 C1 - Be Ready	 -1 C1 - Be Safe	 -1 C1 - Work Hard
 -2 C2 - Be Kind	 -2 C2 - Be Ready	 -2 C2 - Be Safe	 -2 C2 - Work Hard