

Brigg Primary School Behaviour Policy

Reviewed Spring 2026

Review Date: Spring 2027



Respect, Self-Belief and Determination

Brigg Primary School is a place where everyone is valued and cared for. It is a place where views are respected and where children are at the centre. We celebrate uniqueness in each individual and encourage all pupils to flourish through a happy, safe and stimulating environment that allows everyone to meet their personal goals and full potential: intellectually, physically, emotionally, morally and spiritually.

Brigg Primary School Behaviour Policy

1. Policy Statement

Brigg Primary School is committed to creating an environment where outstanding behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions that support staff and learners. It is based on the Department for Education's guidance: Behaviour in Schools (Sept 2022) and is evidence-informed using guidance and research from a range of sources including the Education Endowment Foundation.

2. Aim of the Policy

- To create a culture of outstanding good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly and shown respect
- To celebrate behaviour that is positive rather than giving too much attention to negative conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper and empathy for others
- To promote community cohesion through improved relationships

3. Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem, self-discipline and determination
- Teach appropriate behaviour through positive interventions and clear boundaries

Statutory Framework and other guidance

The Behaviour Policy is written in line with the following areas of legislation and guidance:

Education and Inspection Act 2006

Equality Act 2010 Education Act 2011

Behaviour and Discipline in Schools – DfE Guidance 2016

Behaviour in Schools: Advice for Headteachers and School Staff 2022

Restrictive interventions, including use of reasonable force, in schools. Guidance for schools in England April 2026

4. Expectations

We expect every child to:

- ☺ Take responsibility for their own behaviour
- ☺ Follow the school behaviour expectations at all times.
- ☺ Reflect on their actions and recognise they are part of a community.

We expect every adult to:

- ☺ **Meet and greet** at the door.
- ☺ **Model** positive behaviours and build relationships.
- ☺ **Plan** lessons that engage, challenge and meet the needs of all learners.
- ☺ Use a **visible recognition** mechanism throughout every day (See page 3).
- ☺ Be **calm** and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions. (See page 4/5)
- ☺ **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- ☺ **Never ignore** or walk past learners who are behaving badly.

Teaching Staff will uphold the Teachers' Standards (See Appendix B for detail).

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Teachers are responsible for wellbeing and behaviour but if additional support is required, they should seek support from their Phase Leader.

Phase Leaders

Phase Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Phase Leaders will:

- Be a visible presence in the phase area to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go over and above expectations
- Encourage use of Positive Postcards and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Make sure that the 'buck stops here' in most cases

Senior Leaders:

Senior Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior Leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at transitions
- Celebrate staff, leaders and learners whose effort goes over and above expectations
- Regularly share good practice
- Support teachers and Phase Leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess our behaviour policy and practice

Governors will:

- Review policies with Senior Leaders
- Support and critically challenge senior leaders with analysis of behaviour data
- Support on permanent exclusion panels

Parents will:

- Uphold the school values
- Support the school behaviour policy to support and improve pupil behaviour
- Refrain from making public comments about pupil or staff relating to any behaviour incident, and instead seek out a member of school staff to discuss this with privately.

5. Recognition and Rewards

We recognise and reward learners who go ‘over and above’ our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going ‘over and above’ in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At Brigg Primary, we recognise good behaviour, effort and conduct in the following ways:

| Focus | Praise Method | Approach |
|--------------------------|-----------------------------|---|
| Learning and Effort | Dojo's | For effort and successes in their learning. Children receive dojos as immediate rewards. They are given for a wide variety of reasons; Effort, being focused, good listening, being a role model, good presentation, home reading, homework, good manners... Mrs Atkinson and Mrs Archer dojo's – from HT and DHT. |
| Learning Attitudes | Class Award | These awards will celebrate efforts / achievements in learning. Teachers will write the certificate and bring it to the assembly on Monday and read it aloud. To be written in the second person to address their achievements. Parents are invited to see/ hear their child receive their award. |
| Learning and Achievement | Weekly Celebration Assembly | Monday at 9am. Teachers will read Class Awards to the children and explain the learning / achievement, etc. Attendance achievement celebrated |

| | | |
|--|---------------------------|--|
| | | Any other recognitions will be celebrated, including sporting achievements. |
| Values and Behaviours | Spotlight Board | In classrooms, teachers will create spotlight boards with a focus on a particular desirable behaviour relevant at that time to that class. Children who demonstrate the targeted positive behaviour will have their name displayed on the board. Whole class on the board = 10 minute class reward. It is expected that the focus of these will change during the term in response to the whole school overview. |
| Values and Behaviours | Positive Postcard | These will focus on pupils going 'over and above' in terms of the school's values and their behaviours over the course of the week. They will be taken home by the child at the end of the day. There is no expectation on the number to be given out by teachers. Teachers will decide how these are handed out dependent on the pupil. Teachers to have a pile of postcards accessible in the classroom for cover teachers. Visitors will also be given them for when they recognise 'over and above' behaviour. |
| Values and Behaviours | Head Teacher Award | These termly awards, in the form of a certificate, parent and child invite to Headteachers Tea Party will recognise pupils who consistently demonstrate the school's core values: respect, self-belief and determination. These will be handed out in the last celebration assembly of each term (3 a year). |
| Learning, Attitudes, Values and Behaviours | Positive Phone Calls Home | Any member of staff is encouraged to call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised. |
| Learning, Attitudes, Values and Behaviours | Positive Dojo's home | Any member of staff is encouraged to message the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised. |
| Learning, Attitudes, Values and Behaviours | Star Dojo | Star Dojo given for excellent behaviour, being a role model, determination, trying something new. When a child collects 10 Star dojos they earn: <ul style="list-style-type: none"> • a non-uniform day voucher to use during the same academic year. • A pizza lunch for them and a friend • Hot Chocolate and chill time in Nurture (1 hour) |

6. Managing Behaviour

Engagement with learning is always our primary aim at Brigg Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Brigg praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given take up time in-between steps.

Whilst we understand the importance for all staff to consistently follow our behaviour steps for dealing with poor behaviour, At Brigg we have a Behaviour Curriculum which encompasses all elements of how we explicitly teach and support behaviour in school. This includes and is reflected within this policy; taking into account our PSHE curriculum, assembly offer and how our

behavioural standards reflect our school values. It also considers what successful behaviour looks like in our school and how we share this with key stakeholders, how we use routines and habits to reinforce and teach expected behaviours and how we adjust the standards and routines for pupils with additional needs.

The Zones of Regulation are a research-based intervention used at Brigg to promote positive behaviour. In order for a child to be ready for learning they need to be able to self-regulate. For most children they are able to regulate with ease. This tool support children to better understand their own emotions and strategies that children can draw upon to support their own emotional regulation in each coloured area of the zones. When used effectively, children can better regulate and control their responses to overwhelming emotions, in turn maximising learning and emotional development and leaving children feeling empowered and in control of their emotions. The Zones of Regulation are particularly useful for children with SEND and SEMH needs.

Steps for Managing and Modifying Poor Behaviour

Learners are held responsible for their behaviour. Staff at Brigg deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct (Also see Appendix C):

| Steps | Actions |
|--------------------|--|
| Redirection | Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement. |
| Reminder | A reminder of our 3 simple rules: Respectful, Safe and Ready to Learn (delivered privately). The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder. |
| Caution | A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.' |
| Last Chance | Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention: |
| Script.. | <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At Brigg, we... (refer to the school rules – Respectful, Safe and Ready to Learn) • Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 2 (or up to 5) minutes after class/during break.(restorative conversation) • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time. |
| Time Out | Time out might be a short time away from the classroom with another Class/Teaching Assistant/nurture room/calm space It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 10 minutes maximum. Reset expectations and settle back in. |

| | |
|---------------------|--|
| Repair | <p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting</p> <p>Restorative Practice:</p> <p>5 questions are usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • What should we do to put things right? • How can we do things differently in the future? (Key questions in bold) |
| Consequences | <p>Consequences must be reasonable and proportionate.</p> <p>Wherever possible, consequences should be relevant to the undesirable behaviour and focused on reparation. This includes tidying up an area that has been disturbed, fixing something that has been broken, repeating an activity correctly to show how it should be done.</p> <p>Staff should use their knowledge and observations of the child to choose an appropriate time for consequences. This should be on the same day wherever possible, but may need to be later, when emotions are under control and restorative conversations have taken place. Children should not be forced to apologise but this should be explored during the restorative conversation as a suitable option as to how to put things right.</p> |
| Follow-up | <p>If a child has two incidents in a week requiring reflection (Step 3), the class teacher must inform parents.</p> <p>If a child has three or more incidents in a week requiring step 3 onwards, a face-to-face meeting between the teacher and parents/carers will be arranged. The Phase Lead or member of the SLT may be invited if deemed appropriate.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate.</p> |

Serious Incidents (5 on ladder):

These incidents will be dealt with by school staff, who will take into account the age and needs of the child. All serious behaviour matters must be referred *immediately* to the Headteacher or SLT.

Such incidents could include:

- All forms of bullying (including- cyber bullying, prejudice based or discrimination bullying)
- Racist, sexist or homophobic comments.
- Physically striking adults.
- Child on child abuse – see section 4.1 of the Child Protection and Safeguarding policy.
Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with this child protection policy and KCSIE 2024 (in particular, parts two and five). Brigg Primary School adopts a zero-tolerance approach to child-on-child abuse.

In every classroom you will see **A Brigg Behaviour Ladder**

At Brigg we follow a 6-point ladder system for outlining expectations and management of behaviour. As much as possible, adults will follow the scripts provided in school to ensure consistency of behaviour and expectations across the school. Children will go back to 'green' at the

beginning of each session and are able to work back to green within any given session unless purple has been reached. (Appendix A2- Brigg Behaviour ladder)

7. Restorative Practice

Brigg Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix D – Restorative Practice approach at Brigg Primary School)

8. Recording:

All members of staff are trained to use our secure online recording system, Child Protection On-line Management system (CPOMs) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

All staff receive regular training on positive behaviour management and this is ongoing at each stage. In Induction, all staff members are required to watch the 'supporting behaviour' videos from The National College and read the policy. Staff can access support to improve practice which may come about through SLT monitoring or through teachers or teaching assistants requesting this themselves.

9. Suspensions:

Legislation and Guidance: In applying this policy, Brigg Primary School will adhere to current legislation, including the Equality Act 2010. Schools are obliged to have regard to the Department for Education guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion.

At Brigg Primary School, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, they do set a clear boundary for what is acceptable and in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy then an internal suspension or external suspension may be considered appropriate. An internal suspension may be put in place following a serious incident or an accumulation of

incidents and the child will be subject to an internal suspension for a specified period of time. Parents/carers are informed of the reasons for the internal suspension. When on internal suspension, the child will be sent with relevant work to an appropriate learning space. A child on an internal suspension will get regular breaks and a lunch time break but not with their peers.

An external suspension for a fixed period may be used by the Headteacher if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, or if the incident was considered very serious, e.g. hurting an adult. If this decision is taken, work will be set for the pupil to complete at home. Following a suspension, the pupil and parents meet the Headteacher or member of SLT to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed, they will be welcomed and treated without any resentment when they return.

10. Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. (See Exclusion Regulations at www.gov.uk/government/publications/school-exclusion.)

The governors of Brigg Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils or staff at the school.

All exclusions will be carried out in accordance with the May 2023 DfE Guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including Pupil Movement.

11. Language:

At Brigg Primary school, staff understand that children are learning about themselves, their emotions and those of others. They understand that children sometimes make poor choices or behave in response to physical changes in the brain's chemistry, which lead to undesirable behaviour.

As a result, staff use supportive language, appropriate to the situation. They avoid using outdated, emotive and inflammatory language such as 'naughty', 'abuse', 'assault', 'perpetrator' and 'offender', much of which is more suitable to the criminal justice system. They prefer to use terms such as dysregulated and distressed, where appropriate.

12. Pupils' conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity

- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

13. Children with Social, Emotional and Mental Health Needs:

Children who exhibit behavioural difficulties as a result of identified social, emotional and mental health issues or social communication and interaction difficulties are supported by a graduated approach. This means we offer support at a whole class or universal level, (PSHE curriculum, assembly coverage) at a group level, (more targeted such as social skills or self-esteem focus groups) and individual, (such as Drawing and Talking or specific anxiety-based work). Children may be placed on the school's Special Educational Needs and Disabilities (SEND) register and provided with individual plans to support them. In line with the DfE Guidance 'Promoting and supporting mental health and wellbeing in schools and colleges November 2022', we have a whole school approach to supporting the mental health and social and emotional needs of every child at Brigg.

Some children may experience more marked difficulties with behaviour, which may be related to SEMH needs, specific SEND needs, early childhood experiences or family circumstances; for these children we create individualised behaviour support plans. These are called de-escalation plans. They link in with other school-wide strategies such as zones of regulation and the 3 or 5 point scale. They are a pupil-centred document and focus on what the adult and child can do at each stage to support de-escalation. The Plan is linked and may include use of a specific script to support a child and where necessary it may include use of positive handling that is reasonable, proportionate and appropriate.

Where children are experiencing more marked difficulties with behaviour, the SENDCo or Head teacher will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy and Time to Talk. Outside agencies support such as Local Authority Behaviour outreach, ASET, may be used for further support. The pupils' needs will be considered when deciding on appropriate consequences, however they will not be exempt from suspensions and permanent exclusion if it is deemed appropriate, despite on-going support for the pupil.

14. Transition

Children are supported with regular opportunities to revisit the expectations within the behaviour policy when they move year groups or key stages. This is covered through in class focus lessons and assemblies. Children with SEND may be offered additional support to further their understanding and feel confident with routines, praise and sanctions. Children who enter Brigg mid-year or have experienced a period of absence will also be offered the opportunity to be inducted into the behaviour system.

15. Related Policies/Guidance:

Bullying

Brigg Primary School has a separate anti-bullying policy which should be followed if bullying is reported or suspected.

16. Searching, Screening and Confiscation

We follow DfE advice and statutory information regarding this (Searching, Screening and Confiscation) January 2018 DfE, found at www.gov.uk/government/publications/searching-screening-and-confiscation.

Restrictive interventions, including use of reasonable force.

Providing a safe environment for children to learn in is of paramount importance to us. If a child's behaviour endangers the safety of others or themselves, or the behaviour is having an adverse effect on the learning of other pupils, the child will be removed from the classroom using appropriate positive handling strategies.

All members of staff are aware of the regulations regarding the use of force, as set out in the DfE Guidance 'Restrictive interventions, including use of reasonable force' (April 2026), relating to Section 93 and 93A of the Education and Inspections Act 2006. Reasonable means using no more force than is necessary, proportionate and for the least amount of time.

As stated in the guidance:

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils receiving education at school, whether during a teaching session or otherwise.

Senior members of the school staff are trained in Team Teach. The training employs non-verbal, verbal and, where absolutely necessary, the use of Positive Handling techniques where physical interventions are required, and only when all alternatives have been explored. All incidents that require positive handling approaches will be recorded appropriately by the members of staff involved, filed and logged on CPOMs. The incident will be communicated to parents / carers via a phone call or in person. We endeavour to do this on the same day. This will then be followed by a written report. Parents will also have the opportunity to come into school for a face-to-face meeting should they so wish.

The KS1 and KS2 classrooms have a quiet room/space to which children presenting these challenging behaviours may be escorted to. They provide an environment in which children can be supervised as they calm down safely and in their own time. Whilst in the safe room communication continues and children are encouraged and supported to calm down, ready for reintroduction to the classroom. In cases where this type of intervention is more regular and part of a pupils Individual Behaviour Plan, a Positive Handling Plan will also be written, reviewed and shared with parents.

The DfE guidance states that 'Schools should not have a 'no contact' policy. Schools should not grant any requests by parents or staff members not to use reasonable force and / or other restrictive interventions.' This is due to the expectation that staff intervene to fully protect pupils.

Confiscation of inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- 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.

The Brigg Way
 This is how we do it here.....
 At Brigg Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do.



Visible Adult Consistencies
 Meet and greet
 Calm and caring
 Attention to positives

Rules
 Respectful, Safe and
 Ready to Learn.

'Over and Above'
 Values Attitudes
 Effort Kindness

Behaviour Ladder
Redirection- A 'nudge' in the right direction
Reminder- Of the rules, make a choice
Caution-clear verbal warning- this is your warning, think about your next choice
Last Chance-1:1 word using the script
Time Out- In partner class or other suitable place maximum 10 mins
Repair-Quick chat using restorative practice
Consequence-logical, reasonable relevant to the undesirable behaviour
Follow up- Last chance onwards onto CPOMS

Microscript (30-Second Intervention)

- I have noticed that you are...right now.
- At Brigg, we... (refer to the school rules – Respectful, Safe and Ready to Learn)
- Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- See me for 2 (or up to 5) minutes after class/during break.
- Do you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today...
- Thank you for listening... then give the child some 'take up' time.

Restorative Conversation

- What happened?
- What were you thinking at the time?
- How did this make people feel?
- What should we do to put things right?

| <u>Brigg Ladder</u> | What his might look like for the child and what will happen. | Action and Restorative behaviours (if applicable) + examples |
|---|--|--|
|  | <p>Star behaviour might include:</p> <ul style="list-style-type: none"> • Helping others • Working particularly hard on a challenge • Trying something new • Being a role-model | <p>Action:</p> <p>Mrs Atkinson / Mrs Archer Dojo Star Dojo, See member of senior team Message on dojo to parents from leader Class Award, Head Teacher Award Postcard home</p> |
| <p>1</p> | <p>Green behaviour might include:</p> <ul style="list-style-type: none"> • Being ready to learn • Active listening • Following instructions • Being polite • Kind to others • Being responsible | <p>Action:</p> <p>Postcard home, Dojo, Positive praise Class Award, Head Teacher Award Stickers</p> |
| <p>2</p> | <p>Yellow behaviour might include:</p> <ul style="list-style-type: none"> • Calling out • Off task behaviours • Minor disturbance to others | <p>Action:</p> <p>Redirection Reminder Last chance</p> <p>Restorative behaviours</p> <ol style="list-style-type: none"> 1. Non-verbal cues, acknowledgement 2. Reflect on school rules and agreements 3. 30 second script |
| <p>3</p> | <p>Orange behaviour might include:</p> <ul style="list-style-type: none"> • Being unkind to others • Continuous calling out • Persistent off task behaviours • Disruptive to others in class or on playground | <p>Actions:</p> <p>All recorded on CPOMS 10 minute Time out in own class 10 minutes Time out in partner class</p> <p>Restorative Behaviours</p> <p>Repair then a consequence</p> |
| <p>4</p> | <p>Red behaviour might include:</p> <ul style="list-style-type: none"> • Hurting others • Taking things that don't belong to them • Repeated poor behaviour at stage 3 | <p>Action:</p> <p>Internal inclusion in partner class until the end of the session (SLT advised) 15 minutes missed lunch time Parent contacted</p> <p>Restorative behaviours</p> <p>Repair and then consequence</p> |
| <p>5</p> | <p>Purple behaviour might include:</p> <ul style="list-style-type: none"> • Significant disruption to others • Violence or aggression towards others | <p>Action</p> <p>Senior leader called Internal inclusion for ½ or 1 day Fixed term suspension</p> <p>Restorative behaviours:</p> <p>Repair, consequence and parent meeting</p> |

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teachers' specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfill wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

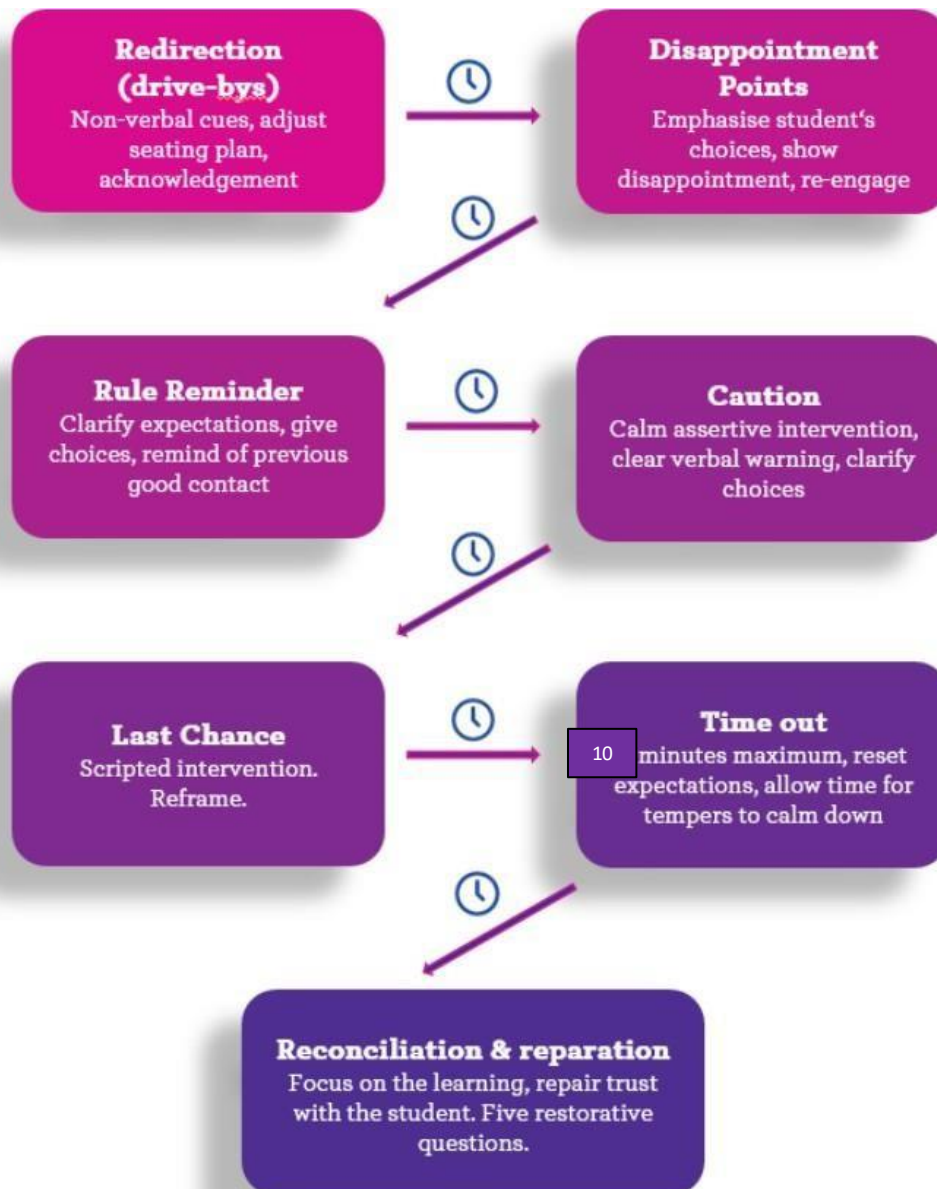
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teachers' career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix C: Steps to Manage and Modify Behaviour:



At all times, staff are to keep calm and use a voice within an appropriate range in terms of volume and tone. The more undesirable the behaviour, the less variation in tone that should be used. At Brigg Primary School, staff acknowledge those going 'over and above' with enthusiasm and positivity. Undesirable behaviour does not benefit from an overtly emotional response from staff.

Appendix D – Restorative Practice at Brigg Primary School

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To *change* behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourages children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process.

The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed.

The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

- Restorative Questions 1:
To respond to challenging behaviour:
 - What happened?
 - What were you thinking about at the time?
 - Who has been affected by what you did?
 - What do you think you need to do to make things right?
 - How can we do things differently in the future?

Restorative Questions 2:

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?

Appendix E - A model of positivity – A summary of key behaviours for adults

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Make positive phone calls home at least one every week.
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept.
- They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Reasonable Force Log

Tracking Triggers, Interventions, and Recovery Process

| | |
|---|-----------------------|
| Child Name: | Date: |
| Identified SEND/Vulnerabilities: | SEN status: |
| Staff involved: | Class/Setting: |
| Log completed by: | |

1. Incident Context

| | | | |
|--------------------------------|----------------------|--------------------|--|
| Time of Incident | Activity/Task | | |
| | | | |
| Reason for Intervention | | | |
| Danger to self | | Danger to others | |
| Other: | | Damage to property | |

2. Escalation Signs Observed

| Signs of Escalation | ✓ | De-escalation techniques tried |
|---|---|--------------------------------|
| Verbal refusal / arguing | | |
| Withdrawal / shutdown | | |
| Raised voice / yelling | | |
| Aggression (hitting, kicking, throwing) | | |
| Property destruction | | |
| Flight risk / running away | | |
| Emotional outburst (crying, panic) | | |
| Trigger- state what | | |
| Other: | | |

3. Defensive Behaviours

| Observed | De-escalation techniques used |
|----------|-------------------------------|
| | |

4. Crisis Behaviours

| Observed |
|----------|
| |

5. Safe Space/ Quiet space used?

| Yes | No | If No explain: | |
|--|----|---|--|
| How was child moved to the safe space ? | | How was child moved to the quiet space ? | |
| | | When guiding was there physical contact? | |
| How long in space? | | How long in space? | |
| Which adult supported? | | Which adult supported? | |
| Adult outside or inside of space? | | Adult outside or inside of space? | |
| Space zipped up? Y/N | | | |

Parental Notification: Record of Restrictive Intervention



To the Parent/Carer of:

Date of Incident:

Dear

We are writing to inform you of a significant incident today involving the use of a restrictive intervention. This report is provided in accordance with our statutory duties under the Education and Inspections Act 2006 and the Schools Regulations 2025.

Incident Overview

- **Time and Location:**
- **Why the Intervention Was Necessary**

[Insert a brief account here].

- Note: Staff assessed this as necessary to prevent injury to your child or others, to prevent a criminal offence, to prevent serious property damage, or to maintain school disorder .

Type of Intervention Used

- **Method:** [e.g., Physical reasonable force / Seclusion / Non-physical restraint].
- **Degree of Force:** [Briefly describe the degree of force applied, if any].

Welfare and Injuries

- **Physical Injuries:**
- **Post-Incident Support:**
- **Is a follow-up needed?** If you would like to have a discussion regarding the incident please contact us to arrange a call or appointment.

Yours sincerely

A handwritten signature in black ink that reads "T Atkinson".

Mrs T Atkinson



Checklist for Governing Bodies

Restrictive interventions, including use of reasonable force, in schools.

Under the updated guidance, governing bodies and proprietors have a **statutory duty** to ensure recording and reporting procedures are followed. They must also move beyond oversight to actively **interrogating data** to improve school safety and culture.

Use this checklist during governor meetings or annual reviews to ensure compliance with the April 2026 standards:

1. Policy and Statutory Compliance

- **Procedure Verification:** Is there a formal procedure in place for recording every significant incident of force and seclusion?
- **Legal Alignment:** Does the school policy explicitly state that force must never be used as a punishment?
- **Parental Notification:** Are there systems to ensure parents are notified in writing, ideally on the same day as the incident?
- **Accessibility:** Is the policy on restrictive interventions easily accessible to all staff, pupils, and parents?

2. Data Interrogation and Trends

- **Repeat Patterns:** Has the data been reviewed to identify pupils subject to repeat interventions?
- **Trigger Analysis:** Have common environmental or situational triggers been identified to inform school-wide improvements?
- **Disproportionality Check:** Is there any evidence of disproportionate use of interventions regarding pupils with SEND or those with protected characteristics?
- **Effectiveness:** Are certain approaches being used repeatedly without successfully reducing risk?

3. Staff Training and Wellbeing

- **Training Audit:** Do staff who are likely to use these interventions have up-to-date training in safe use and de-escalation?
- **Risk Assessments:** Have risk assessments been completed for staff working with pupils where interventions are frequently required?
- **Debrief Process:** Is there evidence that "follow-up conversations" are happening for both staff and pupils after incidents to repair relationships?

4. SEND and Inclusion

- **Reasonable Adjustments:** Is there evidence that the school is making adjustments to the environment to reduce distress for pupils with SEND?
- **Co-production:** Are behaviour support plans being co-produced with parents and the pupils themselves?

Completed by:

date:

Viewed at _____ FGB meeting.