



Brickhouse Primary School Behaviour Policy

At Brickhouse, we aim to ensure that all children feel safe in and around school and to ensure they are not discriminated against nor bullied. To help achieve this, our Behaviour Policy and system helps the school keep track of behaviour and any children who potentially need extra interventions and support. We aim at Brickhouse to ensure that there is a good standard of behaviour within classes and across school. If this is therefore achieved, school will be able to deliver a purposeful and enriched curriculum to all pupils where they learn happily and succeed.

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

At Brickhouse Primary School, we aim to create environments where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils at Brickhouse are taught explicitly what good behaviour looks like and how to improve their behaviour where necessary. With this in mind, it is identified that some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. Where necessary, school will seek support from External Agencies to support specific children to improve their behaviour.

This policy works in line with the school's safeguarding policy and enables us to track children, in line with the "Child on Child" abuse that is outlined in the "Keeping Children Safe in Education" document.

What is "Child on Child" abuse?

The Government outline it to be:

"Children can abuse other children. This is generally referred to as Child on Child abuse. Child on Child abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals."

Child on Child abuse is when a child purposely causes harm to another child. This is something that Brickhouse will monitor thoroughly. This also includes the new government guidelines that cover:

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals

Even though they might not be age relevant to our children, if any of the above occurs, the school's behaviour policy will support staff and tackle any situation that arises.

Within our whole school behaviour system, it allows us to thoroughly monitor all children's behaviour and identify any perpetrators or victims of "Child on Child" abuse. It enables us to decide whether it is a one-off incident or abuse over a sustained period of time. Depending on the monitoring and the findings, the school deals with behaviour in different ways (as outlined below).

Outlined below is the system we use at Brickhouse, which takes into account the expectations in the OFSTED Framework, where "Behaviour and Attitudes" is a judgement.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023#evaluating-behaviour-and-attitudes> .Pupils are aware of how the system works and it is clearly displayed in classes and around school.

At Brickhouse, we always aim to ensure that all children feel safe in and around school and to ensure they are not discriminated against nor bullied, and now we still need to ensure their behaviours maintain the highest standards to health and safety for all people involved in the daily life of Brickhouse Primary School. Because of this, increased PSHE time when the children return in September, will be given to enable time to discuss well-being, and behaviour expectations, in a phased and progressive way, as well as fully integrating them back into the Behaviour System we have used at Brickhouse.

With all of the above in mind, the overall purpose of our Behaviour Policy is as follows:

- **encourage good behaviour and respect for others;**
- **secure an acceptable standard of behaviour of pupils;**
- **promote, among pupils, self-discipline and proper regard for authority;**
- **prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);**
- **ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and**
- **otherwise regulate the conduct of pupils.**

To promote this, the school, in line with pupil voice, developed the following 4 whole school class rules for the children to adhere to:

- **Be Respectful**
- **Be Safe**
- **Be Kind**
- **Be Brickhouse**

To enable the children to follow the rules and for all of the above to happen we regularly unpick the 4 rules with children and staff to ensure all know how the rules apply to them. For example (not limited to):

Be Respectful	Be Safe	Be Kind	Be Brickhouse
Be an active listener Be hard working Be trusted Be ready Be polite Be well mannered Be emotionally regulated Use equipment properly	Be seated Be in the right place Be safe online Be at school Be tidy Move around school safely Be a communicator	Be considerate Be a communicator Be polite Be controlled Use kind words Use kind hands Use kind feet Use manners	Be respectful Be safe Be kind Be a role model Be supportive Be happy Be proud of school Make the right choices

Whole School Behaviour System

A variety of systems are in place across school to encourage and reward good behaviour choices and reinforce what good behaviour at Brickhouse looks like.

- **School Rules** – these are displayed in classes and around school, and are referred to on a daily basis. They are shared in each assembly and are focussed on in assembly on a termly basis.
- **Dojos** – each class has set dojo categories which link to our rules. Each dojo is worth one point. Dojos can be removed where negative behaviours are demonstrated. The child with the highest amount of dojos at the end of the week sits on “the best seat in the house” the following week and attends an extra Golden Time session on a Friday afternoon. The child who comes in 2nd place also attends the Golden Time session.

Positive Dojos (+1)	Negative Dojos (-1)
Being kind	Being unkind
Being respectful	Being disrespectful
Being safe	Being unsafe
WOW work	Being unfocussed
Being focussed	Not ready
Super Learning	
Active listener	
Proud Cloud	

- **Star Jars** – each class has a star jar and children work collaboratively to earn stars. Stars are awarded to the whole class where exceptional behaviour is demonstrated by all children. Each star is worth one point. The Headteacher and Deputy Headteacher have glitter stars which they may choose to award to a class where the whole class has seen to show positive behaviours. A glitter star is worth 3 points. Stars must not be removed once won. A class reward is won (chosen by the children!) when the class reaches a certain amount of star points (any additional points cannot be carried over):

	Value of 1 plain star	Value of a Glitter Star	Number of marbles for a star	Stars total needed to win a prize
Nursery	1	3	15	15
Reception	1	3	15	15
Year 1	1	3	10	15
Year 2	1	3	10	15
Year 3	1	3	10	15
Year 4	1	3	10	15
Year 5	1	3	10	15
Year 6	1	3	15	15

- **Marbles in the Jar** - Children who need support with behaviours may have a “marbles in the jar” where they can collect marbles each day as a reward for meeting individual behaviour targets. Marbles cannot be removed once achieved. A given amount of marbles (depending on year groups or individual needs) can be exchanged for a star, thereby contributing to a whole class prize. (See table above). There will also be a whole class jar, where good behaviours which don’t quite warrant a star but need rewarding can be rewarded with a marble for the jar. These can be exchanged for a star in the same way as individual jars.
- **Calm Corners** – Each classroom will have a “Calm Corner” which is to be neutral in colour, a calm environment rather than bright. The calm corner will contain a range of fidget toys which can be used by children using it. This must only be used as part of the Behaviour System, after “Time Out” if required. This area can be used by the class, it can also be use by children from other classes if required. See Appendix 1.
- **Calm Zone** – each day when children return to class after dinnertime break, 10 minutes calm zone takes place. This provides a time for children to choose a task that helps them to be calm and ready for the afternoon’s learning.

The menu of choice for the Calm Zone is:

- Drawing
- Reading
- Journaling
- Patterns/Doodling
- Colouring (if logistically possible)
- The activity must be chosen prior to dinner time and the resources put out ready for a calm start to the afternoon. Children can change the task daily, but not during the session.
- **Proud Cloud** – each class has a weekly target based on a behaviour they need to improve. This is decided by the class teacher based on day to day behaviours of the class. Each class has a Proud Cloud display and with it are either an individual photo of the child (EYFS) or pegs with the children’s names on. These are in a pot/jar during the week. Over the week, as children achieve the target, their photograph / peg are put onto the proud cloud in class. If all children (or the vast majority – based on teacher judgement) can get on the Proud Cloud by the end of the week they earn a star for the star jar. The target should change weekly, however if the current target needs longer the same one can continue for a further week.
- **Boost Board** – to support us in celebrating the children’s strengths, the children are invited to bring in something to celebrate about them from outside school, e.g. karate awards, swimming achievements, which can be put onto the boost wall for all to see and to boost confidence.
- **Daily SLT Support** – where a child has had 2 restorative conversation in total in one day, i.e. 2 in class, 2 at dinnertime/break or 1 in class and 1 at dinnertime/break, the child’s name should be written on the SLT Reminder Sheet (in a folder in the staff room) at the end of the day. Each morning, a member of SLT will check the file and have a face to face conversation with the child to discuss the events of the day before. There are six possible outcomes from the conversation, shown below.

1. Spoke to child and reminded of expected behaviour
 2. Spoke to child and reminded of expected behaviour and warned child if behaviour continues then likely to have an isolation
 3. Discussion with child about the continuing behaviour and if this continues they will be isolated that lunch/afternoon/next day depending on when behaviour is reoccurring
 4. Lunch Isolation
 5. Afternoon Isolation
 6. Whole Day Isolation
- If a child had more than 3 restorative conversations, an isolation will be given. This may be a full or a half day, or at dinnertime/break if this is where the incidents occur.
 - If a child is absent then they will have a conversation when they return.
 - The whole school system used in all classes has been agreed by staff and is used consistently throughout school. See Appendix 1 – The Brickhouse Behaviour System.
 - See Appendix A- The Brickhouse Behaviour System for more information
 - See Appendix B – flow chart for variations on the behaviour process for SEN children

Severe Behaviour

Severe Behaviours include, but are not limited to, vandalism, fighting, racism, sexism. In their most extreme version they may result in a suspension from school at the Headteacher's discretion.

Isolations will be used where behaviours are more severe but not in need of a suspension.

An isolation may be given for one extreme behaviour or for a build-up of less extreme behaviours, for example,

- If a child has had 3 restorative conversations in one session they will receive a class isolation.
- If a child has had more than 3 restorative conversations in one day (parents must be told this has happened by the class teacher) they will have an isolation with a member of SLT the following day.

The length of isolations given will be based on individual circumstances, not one decision for all situations

In a situation where an incident is ongoing in class and additional support is needed, staff are asked to radio for support from the corridor, not from inside the classroom so the behaviour does not escalate.

Behaviour Incidents must be recorded on Arbor, by the staff member who dealt with the incident, for consistency of storing.

Individual Support for Children

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Schools should consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

At Brickhouse Primary School, we aim to have high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment. However, we identify that in some cases, the policy and strategies already in place will not help specific children to maintain and regulate their behaviours and therefore they require individual techniques and strategies to support their behaviours to prevent them affecting overall class behaviour and therefore to prevent them from being sent to members to SLT.

The SENCO works alongside the Behaviour Manager to ensure the appropriate support is provided for these children.

This can include:

- A Behaviour Tracker
- Sticker Charts
- Nurture Time, e.g. Lego Club
- Movement breaks
- Aids to support sensory needs
- Class withdrawal to complete learning
- Altered time tables to support learning

These strategies and others are implemented to support the children in completing their learning and regulating their behaviour.

Racism and Discrimination

Racism and Discrimination at Brickhouse Primary School are taken very seriously as no child should be discriminated against in any way shape or form – their safety and happiness is of utmost importance to all staff at Brickhouse.

At school, the children are taught during their PSHE lessons and during daily school life about how to celebrate people's differences and how discrimination is not acceptable and should never be used.

Children are taught and encouraged to share any harassment or forms of discrimination to their teachers straight away so they can be investigated and dealt with appropriately.

Due to this, any incident of "racism" is reported to SLT by teachers to deal with and to determine whether it is a behaviour issue or an education issue. The circumstances of the incident will determine the way it is dealt with. The person reporting the incident must record racist incidents on Arbor.

If it is deemed a purposeful, hurtful form of racist discrimination, then parents be contacted and then the appropriate sanctions being given. The children involved (both victim and perpetrator)

will then receive appropriate interventions. This could include, among other agreed interventions:

- Individual lessons to the child by the Pastoral Support Team
- Support for the victim from the Pastoral team
- Support from the Local Authority PREVENT Team

If it is deemed an educational form of racist discrimination – i.e. – where the child has said something racist without their being any intent to upset or due to a lack of understanding; then different steps will be put into place to help improve the understanding of the child and children involved. This will include, among other agreed interventions:

- Individual lessons to the child by the Pastoral Support Team
- Whole class lessons on racism delivered by a member of SLT
- Assemblies covering key issues
- Support from local PCSOs

In this instant too, parents of children involved will be contacted and informed.

Behaviour Trackers

To ensure the environment in which children learn is safe and to ensure that the behaviour of pupils is maintained and positive, children can be put onto a behaviour tracker. Parents will be informed of this.

This monitoring can identify triggers for bad behaviour choices, eg certain lessons, times of day e.t.c, and enables school and parents to work together to support the child.

- The tracker is a number system where the child has individualised targets to work towards.
- This sheet is shared with the child throughout the day.
- The day is split into lessons and the child can be scored from 5 (target achieved fully) to 0 (target not achieved at all).
- A score of a 3, 4 or 5 is acceptable / good.
- A score of less than 3 is not acceptable behaviour.
- Where a 0, 1 or 2 is given, the reason for this should be discussed with the child, and strategies to avoid this shared in a conversation.
- An overview of the week's behaviour must be shared with parents at the end of each week.

The use of these trackers can also depend upon the specific children. See Appendix 2 for details of how the system may differ based on SEN needs.

SLT Tracker

- If a child is already on a tracker and they do not show signs of improving, they are put on a SLT tracker.
- SLT can decide to put child on a SLT tracker.
- Effectively, this is the same tracker as previously used, however now the child will report to SLT after break, before lunch and at the end of the day to share the report so their behaviour can be monitored. The child's behaviour will be commented upon on each visit.

- Good behaviour choices are highlighted in yellow (Golden Pen) and are praised, poor behaviour choices are highlighted in green (Green to be seen) and these are discussed with strategies agreed between staff and child for how they can work on this area for the rest of the day.

Appendix B explains the process during and following each step.

Parental Meeting

Where behaviours continue to cause major concerns after other interventions have been put into place, parents are invited in to school to meet the Headteacher, Behaviour Lead and class teacher in order to discuss concerns. Behaviours in school will be shared, Parental points of view and possible concerns from outside school will be heard, and a plan will be put into place. At the end of this meeting the child will join to enable them to be aware of discussions and to hear next steps. This can be created into a Behaviour Contract where applicable.

Impact of Behaviour at Lunchtime

At Brickhouse, the lunchtime supervisors follow the same Behaviour System as when the children are in the classroom, using Redirection, Reminder and Caution. (Appendix 1). If Time Out is required, the dinner supervisor should contact the SLT member who is on duty at the time to continue the system from that point.

It is the responsibility of the lunchtime supervisors to ensure high expectations of behaviour is upheld by the children by allowing them to play with resources and have set games to play. There are also quiet areas for the children to sit in if they want to read.

Dinner staff are to inform the children when there is only 5 minutes left of the breaktime and collect the resources in at that point – there is no need to line the children up.

Any behaviour that occurs at any lunchtime needs to be reported to the class teacher at the end of lunchtime using the feedback sheet. This includes positive behaviours such as giving Dojos, or the possibility of a marble or star.

Where the Behaviour System has been used, the class teacher must add this to the weekly feedback sheet and decide if further action is needed (e.g. if it means the child now has 3 restorative conversations).

Behaviour away from school

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Brickhouse Primary school will work with all parties involved to address poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school.

Where necessary, Brickhouse Primary School will collaborate with local authorities to promote good behaviour away from school and get involved where behaviour and conduct is not deemed appropriate.

Conduct outside the school premises, including online conduct, that Brickhouse Primary School might sanction pupils for include the following misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or that could adversely affect the reputation of the school.

In any case of poor behaviour, Brickhouse Primary School will communicate with the child's parents and follow all guidelines within this policy and also use the DfE documentation released in July 2022 called "Behaviour in School; advice for Head-teachers and Teachers," as-well-as "Keeping Children Safe in Education."

Date: November 2024
Review: September 2025

MANAGING AND MODIFYING POOR BEHAVIOUR

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the following progressive steps for dealing with behaviour which does not meet expectations.

All learners must be given 'take up' time in between the following steps

Redirection	<ul style="list-style-type: none"> • Gentle encouragement in the right direction • Use of subtle verbal and non- verbal instructions
Reminder	<ul style="list-style-type: none"> • A reminder of the expectations for learner Respectful, Safe, Kind delivered privately to the learner • The teacher makes them aware of their behaviour • The learner has a choice to do the right thing
Caution	<ul style="list-style-type: none"> • A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue • The learner has a choice to do the right thing • Learners will be reminded of their previous good conduct to prove that they can make good choices <p>Scripted approaches at this stage are encouraged:</p> <p>30 second intervention</p> <p><u>Interrupt:</u></p> <ul style="list-style-type: none"> • Gentle approach, personal, supportive, side on, eye level or lower. <p><u>Redirect</u></p> <ul style="list-style-type: none"> • State the behaviour that was observed and which rule/expectation/routine it contravenes. • Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. <p><u>Reinforce</u></p> <ul style="list-style-type: none"> • Thank the learner. Walk away and allow them time to respond. If there are comments, as you walk away write them down and follow up later.
Time out	<ul style="list-style-type: none"> • The learner is encouraged to speak to the teacher/ LSA away from others • Boundaries are reset • The learner is listened to and is asked to think about their next step. Again, they are reminded of their previous conduct/attitude/learning. • Learner is given a final opportunity to re-engage with the learning / follow instructions

<p>Repeat</p>	<ul style="list-style-type: none"> • Consequences should have already been spoken with the child and take up time should have been given • If the child has ignored previous requests to change their behaviour, children will now have to spend time away from class • This is for children who are not at crisis point but are repeating the same behaviours • Calm corners should be used for children at crisis point • KS2 need to be isolated within KS1 and KS1 should be isolated in KS2 • This should be for the rest of the lesson. Work packs are available for children to do in their classes • A restorative conversation needs to happen when the child comes back to class • Payback needs to be given
<p>Restore</p>	<ul style="list-style-type: none"> • Restorative conversations are a core part of repairing damage to trust between staff and learners. • These must be done after time out or calm corners by the member of staff in the child's classroom <p>Our restorative conversations are structured in 4 steps:</p> <ol style="list-style-type: none"> 1. With Who? <ul style="list-style-type: none"> ➤ Time and place 2. Reflect: <ul style="list-style-type: none"> ➤ What happened? ➤ Who was involved? 3. Thoughts and Feelings: <ul style="list-style-type: none"> ➤ What were you thinking/feeling at the time? ➤ What are you thinking and feeling now? ➤ Who was affected and how? ➤ How do you think this made others feel? 4. Repair and Problem-Solving: <ul style="list-style-type: none"> ➤ What do you think you can do to put things right? ➤ What will you do differently in the future? <p>Staff could use a blob sheet/ comic book conversation to help</p>

SLT Daily Reminder

This is for children who have had more than 1 restorative conversation.

SLT will remind children if they have been to the end of the table several times during a week. Staff should indicate this on their behaviour sheets and within phase meetings.

SLT Isolation

If SLT are called by a class teacher, a child has reached SLT isolation. Children can reach this stage if they have already been to internal isolation within a morning and an afternoon.

Calm Corners

If children are in crisis point they can go to the calm corner inside the classroom or inside another classroom. Do not use the phrase partner class. Accompany the child to calm corner and say when you are going to return to this conversation. There is no time limit of how long children can be in the calm corner for but they should be checked on regularly by the LSA in the class they are from to check if they are ready to return. If a learner refuses to take time out, then a member of the Senior Leadership Team will be called for to provide support. If appropriate, the member of SLT will escort the learner to a workspace outside the teaching room for example the calm corner.

If the step above is unsuccessful when the child re-enters the classroom, they need to calm down in a different space. They can go to the calm corner in another appropriate room. There is no time limit of how long children can be in the calm corner for but they should be checked on regularly by the LSA in the class they are from to check if they are ready to return and you are ready to have them back.










Break Isolation

If a child has an incident at break time and the incident does not fall into the severe behaviour category then they will be isolated for the next appropriate break with an appropriate member of staff.

Lunchtime Isolation

If a child has an incident at lunchtime and the incident does not fall into the severe behaviour category then they will be isolated for the next appropriate lunch with an appropriate member of staff

APPENDIX B

Behaviour Actions for children causing frequent concerns:	Behaviour Actions for children with SEMH causing frequent concerns:
Parents will be informed of the increasing behaviour concerns by the class teacher.	Parents will be informed of the increasing behaviour concerns by the class teacher following advice from the SENCO.
	
<p>If no improvement after 1 week</p> <p>The child should go onto the “class report”. This is a monitoring report. It does not require feedback to the parents or visits to SLT, but must be handed in to the Behaviour Manager at the end of the week. The Behaviour Manager will speak to the child about the previous week’s report on the following Monday.</p>	<p>If no improvement after 1 week</p> <p>The child should go onto a monitoring report. This may be the “class report” but also may be something more appropriate to the individuals, eg a sticker chart. The SENCO will advise on this. This is a monitoring report. It does not require feedback to the parents or visits to SLT, but must be handed in to the Behaviour Manager at the end of the week. The Behaviour Manager will share with the SENCO and speak to the child about the previous week’s report on the following Monday.</p>
	
<p>After 2 weeks on “class report”</p> <p>When the Behaviour Manager has discussed the report with the child they will decide the child can:</p> <ol style="list-style-type: none"> 1. Come off report as improvements have been seen. 2. Remain on that report for a while longer 3. Move onto SLT report if behaviours have worsened 	<p>After 2 weeks on the report/chart</p> <p>When the Behaviour Manager has discussed the report with the SENCO and child they will decide the child can:</p> <ul style="list-style-type: none"> -Come off report as improvements have been seen. -Remain on that report for a while longer -Move onto another system <p>If another system is required, the SENCO will contact parents to discuss concerns.</p>
	
<p>On “SLT Report”</p> <ul style="list-style-type: none"> • If a child goes onto SLT report, the Behaviour Manager should speak to the parents to explain why, and the process. This is for 4 weeks. • The child has to share the report 3 times a day so SLT can encourage and support good choices or to discuss poor choices while they are fresh. • The parent will get a daily feedback from the class teacher regarding behaviours and the parent can choose if this is to be; face to face, a phone call, an app message, an email. 	<p>Further Support</p> <ul style="list-style-type: none"> • This will look different for each child, but will incorporate visits to SLT 3 times in the day for encouragement and discussions. • The SENCO or Behaviour Manager must contact parents to discuss this. • The parent will get a daily feedback from the class teacher regarding behaviours and the parent can choose if this is to be; face to face, a phone call, an app message, an email. • Inclusion Support will likely already be aware of the child, so SENCO to update IS and ask for further support or suggestions. • Creation of a new Toolkit by the SENCO to support the child • Possible opening of an ILS
	
<p>After 4 weeks on “SLT Report”</p> <ul style="list-style-type: none"> • The Behaviour Manager will decide if the child needs to: come off the report, remain on the report, further steps are needed. • If a next step is needed: <ol style="list-style-type: none"> 1. the SENCO will contact Inclusion Support to raise the concern. 2. The parent will be invited into school for a meeting with the Headteacher and Behaviour Manager to create and agree a Behaviour Contract. 	<p>After 4 weeks (or longer depending on circumstances) on the report / chart:</p> <ul style="list-style-type: none"> • The parent will be invited into school for a meeting with the Headteacher, SENCO and Behaviour Manager to create and agree a Behaviour Contract.
	
<p>Further concerns</p> <ul style="list-style-type: none"> • Isolations will be used internally to support addressing the concerns. • Where isolations are not impacting, or behaviours go beyond this then Suspensions will be used. 	<p>Further concerns</p> <ul style="list-style-type: none"> • Isolations will be used internally to support addressing the concerns. • Where isolations are not impacting, or behaviours go beyond this then Suspensions will be used.