

BEHAVIOUR POLICY

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Tier 1 policies are centrally held policies relating to Education, Governance, People Services, Finance, ICT and Operations and are the direct responsibility of BAT. Tier 1 policies are created by the BAT Central Services Team but adopted and reviewed by the BAT Board.

We are committed to a sustainable future and to improving the social, economic, and environmental well-being of the community. We are dedicated to environmental improvements that foster a sustainable future and lead to social and economical improvements in the communities we operate within.

Amendments to policy		
Date	Section	Amendment

Contents

1. Aims	3
2. Legislation and statutory requirements	4
3. Approach.....	4
4. Roles and responsibilities	6
4.1 Local Governing Committee	6
4.2 Principal.....	6
4.3 School Leaders	6
4.4 Staff	6
4.4 Parents / Carers	7
4.5 Learners	7
5. Rewards and sanctions	8
5.1 Recognition of Appropriate Behaviour	8
5.2 Behaviours that Challenge.....	8
5.3 Management of Ongoing Significant and Extreme Behaviours	9
6. Minor Breaches of this policy.....	9
7. Serious breaches of this policy.....	9
8. Suspected Criminal Behaviour	10
9. Removal from a classroom.....	10
10. Searching, Screening and Confiscating	11
11. Personal Support Plans.....	11
12. Isolation – The use of Safe Spaces.....	11
13. Record Keeping and Responses.....	12
14. Wider Support.....	12
14.1 learners are supported to manage their behaviour by;	12
14.2 Staff	12
15. Sharing Information	12
16. Training	13
17. Monitoring arrangements.....	13
18. Links with other policies.....	13
Appendix 1: Recognition of Appropriate Behaviour	15
Appendix 2: Elements that are related to behaviour within Personalised Support Plan	17

1. Aims

This policy outlines our approach to promoting positive behaviour and the principles and practices which underpin the management of behaviours which challenge.

The aims of this policy are as follows:

- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing students with strategies to manage their own feelings and behaviour.
- To establish a moral framework is established within which initiative, responsibility and strong relationships can flourish.
- To create an environment is created in which everyone feels safe, secure and respected and behavioural issues such as bullying and sexual harassment will be managed in a swift, unbiased way.
- The Brunel ethos is based around inclusive and compassionate principles which are beneficial to the wellbeing of all children and young people (CYP). Each individual is worthy of respect and tolerance, and their contribution is valued.
- Our learners, with the right support and understanding can make excellent progress and it's everyone's responsibility to model good behaviour and have high expectations for all learners. All CYP wish to belong, achieve and contribute to their school, family and community. Child centred approaches where their voices are central and where plans utilise their strengths, resources and qualities are integral to success.
- Commitment to positive behaviour management will promote good outcomes for all learners. CYP need personalised responses to supporting their personal development and well-being. Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Being consistent and fair is not about everyone getting the same, but everyone getting what they need.
- A culture is fostered where Child on Child abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up. We believe that everyone has the right to feel safe, secure and supported.

The underlying objectives in this policy cover:

- Leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
- Systems and social norms – including rules, routines, and consequence systems;
- Staff induction, development and support – including regular training for staff on behaviour;
- learner transition – including induction and re-induction into behaviour systems, rules, and routines;
- learner support – including the roles and responsibilities of designated staff and the support provided to learners with additional needs where those needs might affect behaviour;
- Child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse. Brunel adopts a zero tolerance approach to abuse to prevent harm to CYP. The policy and procedures with regard to child on child abuse are also set out in the Safeguarding and child protection policy and procedures.
- Banned items – a list of items which are banned by Connex and for which a search can be made.

This policy is a companion policy to our Anti Bullying Strategy which outlines our specific approaches to educating learners, recording and dealing with incidents, and the reporting and oversight of all bullying incidents in our school/nursery.

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools – Publication: 'Behaviour in schools: advice for headteachers and school staff 2022'.
- Reducing the Need for Restraint and Restrictive Intervention.
- The Equality Act 2010.
- Use of reasonable force in schools.
- Special educational needs and disability (SEND) code of practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its learners
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate learners' property.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.
- Guidance on the use of Restrictive Physical Interventions for staff working with children and adults who display extreme behaviour in association with Learning Disability and / or Autistic Spectrum Disorders 2002.
- DfE Restrictive Interventions guidance April 2026
- This policy complies with our funding agreement and articles of association.

3. Approach

Brunel believes that all children and young people (CYP), regardless of race, gender, religion, sexual orientation, ability and disability, have the right to learn in a safe, caring, nurturing and supportive environment.

Behaviours are functional and communicative acts, which are meaningful because they achieve important results for an individual. As behaviours serve a communicative function, it is therefore most effective to teach an alternative, appropriate response than to try and stop a behaviour by using aversive techniques or sanctions.

Positive behaviour management procedures are constructive, in that they teach an appropriate, alternative means to achieve the same goal and ultimately build self-esteem. We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We will provide structures and strategies to empower the individual to manage their own behaviour, promote emotional regulation and independence, enhance communication and socialisation and raise self-esteem.

Understanding an individual's specific communication needs will help us to limit the instances of behaviours which challenges and enable us to support them more effectively when they do occur. We take

a personalised approach to the support of such behaviour, recognising that a variety of techniques and strategies will work differently for each student whilst also actively promoting the shared values of fairness, tolerance towards and respect for each other.

We recognise that;

- Our learners have complex and multiple learning difficulties, including Autism, which affects their ability to self-regulate
- Through an individualised approach to behaviours that challenge we can support learners to become better at self-regulation
- A holistic approach to behaviour management is vital to support young people which includes close collaboration with parents, carers and in some instances wider professionals including:
 - o **Child and Adolescent Mental Health Service (CAMHS)**
 - o **Occupational Therapists**
 - o **Family Support Workers**
 - o **Speech and language therapists**
 - o **Social care.**

Through these approaches we expect learners to: -

- Strive to become as independent as possible.
- Demonstrate respect and tolerance for others.
- Consider the thoughts and feelings of those around them.

Regular and continuous professional development (CPD) in relation to special educational needs and disabilities (SEND), including training relating to managing behaviour, is vital to help promote positive approaches to managing behaviours that challenges.

We expect staff to: -

- Develop secure relationships with learners and understanding their individualised needs is fundamental to supporting them when they display behaviours which challenge.
- Recognise that behaviours that challenge may be an indicator of wider safeguarding concerns and can be a form of communicating an unmet need. We recognise that behaviours can range from physically and verbally aggressive to quiet and withdrawn.
- Use a non-punitive approach based on teaching learners the benefits of positive behaviour as well as consequences to their actions is the basis of effective behaviour support.

We recognise that at times, learners may display behaviours which challenge. These can be broadly defined as;

- Unintentional / intentional disruption of the learning environment.
- Demonstrating undesirable verbal or physical behaviour towards another person or the environment.
- An inability to self-regulate which may result in self-injurious or unsafe behaviour, or damage to the learning environment.
- Deliberate non-compliance with instructions.

4. Roles and responsibilities

4.1 Local Governing Committee

The LGC is responsible for monitoring this policy's effectiveness.

Be informed of significant behaviour matters for which the Principal may require additional resourcing to be approved.

4.2 Principal

- The Principal is responsible for reviewing this behaviour policy.
- The Principal will ensure that the environment encourages positive behaviour and that staff deal effectively with behaviours that challenge and will monitor how staff implement this policy to ensure behaviour management systems are applied consistently.
- Principal, or those with delegated authority will support teaching staff with a holistic approach to specific behaviours that challenge through an internal meeting of relevant staff to produce a learner plan identifying the antecedents to 'behaviours that challenge' and how these can be supported. This will be monitored by Principal or those with the delegated responsibility to do so
- The Principal will ensure that staff are trained in the use of de-escalation techniques and restrictive physical intervention.
- Inform governors of behaviour data and any underlying trends that might be impacting on learner progress.
- Inform relevant central team staff of concerns and share information upon request.
- Review behavioural incidents to ensure behaviour support plans and risk assessments are being implemented effectively.
- Promote all elements of this policy to staff, children and young people.
- Support all staff to follow the expectations set out in this policy.

4.3 School Leaders

Staff are responsible for:

- Be highly visible, routinely engage with learners, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.
- Make sure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all learners to participate in creating the culture of the setting.
- Encourage engagement with experts e.g. Counsellors and mental health teams to inform effective implementation of the behaviour policy and the links to the whole school approach to mental health and wellbeing.

4.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour and acting as role models.
- Providing a personalised approach to the specific behavioural needs of learners.
- Recording behavioural incidents, including those which have involved physical intervention accurately and without bias on IRIS.
- Where physical interventions are used, staff are responsible for recording it as soon as possible using the designated recording system in the class within 24 hours.

- Writing Personalised Support Plans (PSP) and agreeing these with the designated member of the SLT prior to sharing with parents.
- Being alert to the signs of bullying of any type or racial harassment, record and respond to such incidents and alert senior staff.
- Playing an active part in creating a sense of community and applying the agreed standards of behaviour consistently.
- Support each other sensitively in maintaining good classroom management.
- Treating all learners equally, irrespective of gender, race, disability, cultural background or religion.
- Recognising and celebrating successes and achievements of each learner.
- Acting sensitively and with respect towards learners in distress; providing comfort, sympathy and protection as appropriate.
- Ensuring that appropriate rewards are accessible to all learners.
- Recognising that behaviours which challenge are a form of communication and supporting learners to communicate using their preferred communication system.
- Reflecting on their own actions to the management of behaviours that challenge.
- Deal with any incident that may involve physical intervention appropriately, following agreed guidelines.
- Record any incident resulting in physical injury and / or the use of physical intervention in 24 hours.
- Record any incident of bullying or harassment regardless of the nature.
- The Senior Leadership Team and those with delegated pastoral duties will support staff in responding to behavioural incidents and respond dynamically to instances of behaviours that challenge as required.
- All restrictive physical intervention should be recorded on IRIS and should include reference to the controls/restraints used and by whom.
- Leaders will investigate all cases of restrictive physical interventions to look for patterns and to consider how best to support both staff and learners.

4.5 Parents / Carers

Parents and carers have a vital role in promoting positive behaviour at and so effective home / provision liaison is very important.

Parents are expected to:

- Keep us informed of behavioural difficulties learners might be experiencing at home.
- Inform us of any changes in circumstances that may affect their young person's behaviour.
- Discuss any behavioural concerns with the relevant staff promptly.
- Work with us to develop their young person's personalised Support Plan and support its implementation.
- Read, agree and sign the Home / Provision Agreement and return a copy to us.
- Come into Connex on occasions, such as annual reviews, parents' evenings, information sharing events etc.

4.6 Learners

We expect learners to;

- Strive to become as independent as possible.
- Develop and demonstrate respect and tolerance for others.
- Consider the thoughts and feelings of those around them.

5. Rewards and sanctions

We believe that learners should be acknowledged and rewarded for positive behaviour. (We also recognise that motivators for some learners are not appropriate). Due to the individualised approach to the management of behaviours this may look different for each learner and each class but remain consistent with our core values. We believe that learners should be taught about consequences of their actions and where possible apply a restorative approach to behaviour support, giving learners the opportunity to repair relationships and where necessary the physical effects of their actions.

5.1 Recognition of Appropriate Behaviour

Learners are educated about good behaviour through the curriculum, PSHE, relationships education, relationships and sex education programmes and pastoral support systems. Learners are encouraged to act responsibly and to accept responsibility for their behaviour. This includes teaching learners explicitly what good behaviour looks like.

Rewards can be the most effective means of motivation CYP.

Positive behaviour will be rewarded with:

- Praise from adults.
- A reward e.g. Connex Credits
- Age appropriate class/group rewards.
- Individualised reward systems.
- Celebration certificates, awards.
- Positive feedback via the home school communication book to parents / carers.

See Appendix 2 for details of the Connex Credit Strategy

5.2 Behaviours that Challenge

When a member of staff becomes aware of challenging behaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with the Behaviour policy.

These will be managed individually but may involve;

- Ensuring the safety of learner/s
- Careful management of the environment or activity.
- Withdrawal of the learner from a situation or activity to keep themselves or others safe and ensure the learning experiences of others is not unduly affected.
- A sign or gesture.
- A change in facial expression or vocal tone.
- A 'change of face' between staff members supporting the learner.
- Reflection time.
- Involvement of another staff member such a senior staff member.
- A restriction of time allowed or options available during 'reward time'.

- Involvement of another member of staff / outside agency (such as CAMHS / Social Care).
- Creation of Personal Support Plan.
- Use of physical intervention and change of location if this is in the best interest of the young person to maintain safety for them and those around them, including staff.
- Notification of parents.

5.3 Management of Ongoing Significant and Extreme Behaviours

It is in the best interests of everyone to try to understand why unwanted behaviours occur and find solutions that support the wellbeing of the learner. Unfortunately, some learners do demonstrate ongoing serious patterns of behaviours that put themselves at risk and cause harm to the staff who are working with them.

In such situations staff should seek as a matter of urgency support from external agencies, ensuring parents are kept informed of any referrals and interventions being made. Strategies within the agreed Behaviour Support Plans (will need ongoing refinement and additional staff resourcing may be needed. Where this is the case, the setting will contact the placing Local Authority and arrange an emergency annual review, involving all stakeholders..

If all concerned believe the setting can no longer meet need then the placing Local Authority will seek a new provider and name them in the learner's Education Health and Care Plan (EHCP) and transition to the learner's new setting will begin.

There is a commitment by the Principal at Connex to not suspend or exclude any child or young person.

6. Minor Breaches of this policy

Brunel adopts a culture of openness and transparency and where there are concerns regarding breaches of discipline, contact should be made at the earliest opportunity. All concerns are taken seriously.

Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and/or interviews with the learner involved. Low Level consequences may be given.

7. Serious breaches of this policy

Allegations, complaints or rumours of serious and/or persistent breaches of discipline should be referred to the Principal.

The main categories which are likely to be considered to be serious breaches include but are not limited to;

- Supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply.
- Actual or attempted theft, blackmail, intimidation, cyber based bullying or prejudice based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator.
- Physical violence and/or abuse.
- Physical or emotional abuse or harassment (to include behaviour that may be categorised as 'banter', 'just having a laugh', or 'boys being boys'.
- Initiation/hazing type violence and rituals.
- Abuse in intimate personal relationships between CYP (Child on Child abuse.)

- Sexual violence, sexual harassment and upskirting and other harmful/inappropriate sexual behaviour.
- Consensual and non consensual sharing of nudes and semi nude images/and or videos.
- Contravention of the Brunel Acceptable use and online safety policies.
- Supply or possession of pornography.
- Behaviour which may constitute a criminal offence.
- Persistent breaches of discipline or behaviours not in line with the school's ethos.
- Other misconduct which affects the welfare of a member of the school or community or which brings the school into disrepute.
- Other misconduct provided for in the Brunel policies.

An allegation, complaint or rumour of serious breach of discipline will be investigated in accordance with the procedures set out in Brunel policies:

- Disciplinary
- Managing Allegations and Low Level Concerns

8. Suspected Criminal Behaviour

- Before investigating a behaviour incident, the school will consider whether a criminal offence may have been committed and should be reported to the Police.
- A minimum investigation will be carried out to establish this and before making a decision, the school will consider its duty to safeguard the learner.
- Where a report is made to the Police, school will not act in any way which would prejudice a criminal investigation.
- Having liaised with the Police, school may decide to continue the investigation and impose circumstances.
- The Safeguarding and child protection policy takes precedent at all times.

9. Removal from a classroom

Learners will only be removed from a classroom for serious disciplinary and safeguarding reasons.

Removal from the classroom is different to the use of separate spaces (e.g. Sensory/nurture rooms used for planned and timetabled purposes to meet a learner's needs.)

Removal from the classroom will only happen for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonable level of disruption,
- To enable learners who are escalated to be taken to a place where education can be continued in a managed environment, and
- To allow the learner to regain calm in a safe space.

Parents will be notified on the day that this has happened.

Meaningful education will be provided during any period of removal from a classroom.

The Principal will maintain overall strategic oversight of the use of removal from the classroom.

Where the use of suspension or exclusion may be considered; this would be as a last resort and only in extreme circumstances where it was considered to be in the best interests of the learner, the trust will support Principals with the use of internally organised alternative provision. This decision will be made in collaboration with the Education Team/CEO. However, where this is not deemed appropriate, with the authorisation of the CEO, the following guidance highlighted in the trusts Suspensions and Exclusions Policy will be followed.

10. Searching, Screening and Confiscating

Searching can play a critical role in ensuring that schools are safe environments for all learners and employees. It is a vital measure to safeguard and promote employee and learners welfare, and to maintain high standards of behaviour through which learners can learn and thrive. We reserve the right to search and screen for illegal items and confiscate.

11. Personal Support Plans

It is not unusual for learners, at some point, to need a Personalised Support Plan which;

- Identifies the antecedents to any behaviours
- Highlights an understanding of the diagnostic or developmental needs of the learner
- Is a personalised document detailing possible and identified behaviours which challenge.
- Lists strategies to support the learner.
- Has an emphasis on preventative and de-escalation strategies.
- Lists all appropriate strategies, including physical intervention.
- Is agreed by leaders.
- Should be discussed with parents/carers and as best practice, signed by them.
- In exceptional circumstances an additional Risk Assessment/Safety Plan can be in place for a particular CYP. See Use of Reasonable Force policy.

12. Isolation – The use of Safe Spaces

Isolation is based on safe and caring practice which aligns to the agreed approaches stated within the learner's personalised support plan following a conversation with all relevant professionals.

There are occasions when it may be necessary for a learner to spend time alone for their own wellbeing or for the wellbeing of others, in a regulated and time limited way, as documented and agreed in their Personalised Support Plan. This is never to be used as a form of sanction; its use is solely to promote de-escalation and to maintain safety.

In the event of a learner being placed in a safe space, staff are expected to;

- Have visual contact with the learner at all times.
- Have at least 1 person monitoring the learner if the Safe Space is in an outside breakout area.
- Use an appropriate communication medium to let the learner know they are not alone.
- Allow a learner to leave the Safe Space, should they indicate they would like to.
- Invite the learner out of the Safe Space at the earliest opportunity, even if they are not requesting to leave.
- Record the use of Safe Spaces at the earliest opportunity but before the end of the school day.

13. Record Keeping and Responses

All records created in accordance with this policy are managed in accordance with Brunel policies that apply to the retention and destruction of records.

School will establish a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by SLT. E.g. IRIS data.

- Bullying, including Online bullying will be recorded. Both perpetrators and victims will be supported, communicating fully with parents and professionals where necessary and where learners will be provided the opportunities for bespoke training and or emotional support.
- Reports of sexual harassment (online or face to face) or violence will be recorded and detailed on CPOMS
- Records of any search for a 'prohibited item' and all searches conducted by police officers will be recorded and detailed on CPOMS

14. Wider Support

14.1 learners are supported to manage their behaviour by;

- Accessing 1:1 support with a staff member who knows them well to discuss any concerns around their wellbeing.
- Having opportunities to meet with staff qualified to support learners emotional needs.
- Regular communication with parents and carers.
- Where necessary, support and advice will also be sought from other agencies, such as CAMHs, to identify and support specific needs.

14.2 Staff

We recognise that the management of behaviours which challenge can have an impact on staff wellbeing. For this reason, we have a range of support available for staff, including;

- Access to the pastoral team/mental health first aiders
- Support from leads / SLT
- Access to Care First counselling
- Where deemed appropriate staff members can be referred to Occupational Health
- Opportunities to debrief / reflect with a member of SLT following significant instances of physical intervention and where necessary review Behaviour Support Plan/Safety Plan.

15. Sharing Information

To ensure the right support is in place, information relating to how to support learners with their presentation may be transferred to relevant staff at the start of the term or year. Information relating to learner presentation may also be shared with new settings for those learners transferring to other educational establishments, or with external curriculum providers.

Sharing this information with other trusted providers is in the legitimate interest of the learner under GDPR regulations.

16. Training

We believe that staff training is fundamental in ensuring good quality outcomes for all of our learners and through regular training we can hone and develop strategies to help support positive behaviour. We believe in a highly personalised approach to curriculum design and implementation with a key focus on effective communication to ensure learners are motivated to succeed and enabled to regulate their behaviour as much as possible.

Regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

This includes:

- How staff can support learners in meeting high standards of behaviour
- How staff can ensure that this policy and consequences are applied consistently, fairly and in proportion and a predictable way.
- Where applicable to reflect the need of particular learners

As such, we deliver a regular programme of training which is designed to ensure all staff are highly skilled in both theoretical understanding and practical knowledge in a range of key areas which will enable learners to maximise their potential such as;

- Training relating to communication.
- Autism Awareness training.
- Bi-annual training in de-escalation and physical intervention using the Team Teach approach.
- Annual Safeguarding training.

17. Monitoring arrangements

This policy will be reviewed **annually** by the Education Team. At every review, it will be approved by BAT Board of Trustees and BE Board of Trustees.

18. Links with other policies

This policy links to the following policies and procedures:

- Use of Reasonable Force policy
- Safeguarding policy
- Mobile Phone policy
- Online Safety policy
- Health and Safety policy
- PSHE Curriculum policy
- Disciplinary policy
- Managing Allegations and Low Level Concerns policy

This policy is adopted by the BE Board of Trustees and will be reviewed every year or earlier if change to legislation.

Signed: CEO

Signed: Chair of BE Board of Trustees

Date: *Approval pending*

This policy is adopted by Connex (part of the Brunel Education) and will be reviewed every year or earlier if change to legislation.

Signed:  Principal

Signed:  SEND Inclusion Lead

Date: 28th September 2026

Appendix 1: Recognition of Appropriate Behaviour



Connex Credits is a reward strategy implemented for learners at Connex to encourage positive behaviour, engagement, and personal development by recognising effort and progress and not just academic achievement.

Learners at Connex have experienced challenges in mainstream education, including low confidence, disengagement, or inconsistent attendance. Connex Credits aims to build motivation, self-esteem and a sense of belonging by providing consistent, fair, and meaningful recognition for positive choices and achievements.

By celebrating success in both small and significant ways, the strategy supports our aim to:

- Promote positive behaviour by reinforcing desired actions and attitudes
- Encourage engagement in learning and participation in the school community
- Build self-worth and confidence through regular, visible recognition
- Create a sense of structure and fairness that supports emotional and social development
- Strengthen relationships between staff and learners through positive reinforcement
- Foster intrinsic motivation by helping learners see the value of their own progress

Connex Credits are achieved by demonstrating behaviours or values that are in line with the 5 British values (Democracy, Rule of Law, Mutual Respect, Tolerance of all faiths and beliefs and Individual Liberty) and/or the Connex Values (Aspiration, Integrity and Inclusion). Learners can save their Connex Credits for different rewards. The Credits are also electronically stored on our Behaviour monitoring system IRIS.

We use Connex credits for all learners, however we differentiate the strategy for our learners because each young person has unique needs, experiences, and learning profiles.

For our C&I learners use the following progression of Connex Credits

- Now and next boards are used for immediate rewards.
- Stickers are used in replace of physical tokens. One is given to the learner as an immediate reward and one is used to record a learner total in the classroom.
- Learners are still able to save for rewards – Learners are supported in choosing with the use of a choosing board.
- Certificates sent home
- Rewards are appropriate for the stage of the learner.

SEMH learners

- Learners are given their own pouch where their credits can be stored.
- Learners can discuss their own rewards and the value those rewards equate to.

The Key reasons for differentiating support for our cohort of learners.

- Individual Needs: Learners require a diverse level or types of academic, emotional, or behavioural support.
- Equity Over Equality: Fair support means giving each learner what they need to thrive, not giving everyone the same support.
- Engagement and Motivation: Tailored approaches help learners feel understood, valued, and capable of success.
- Addressing Barriers to Learning: Differentiation helps overcome issues such as gaps in knowledge, social difficulties, or confidence.
- Promoting Independence and Growth: Support strategies evolve as learners develop resilience and self-regulation.
- Improved Outcomes: When support matches individual needs, learners are more likely to achieve their potential and maintain positive behaviours.

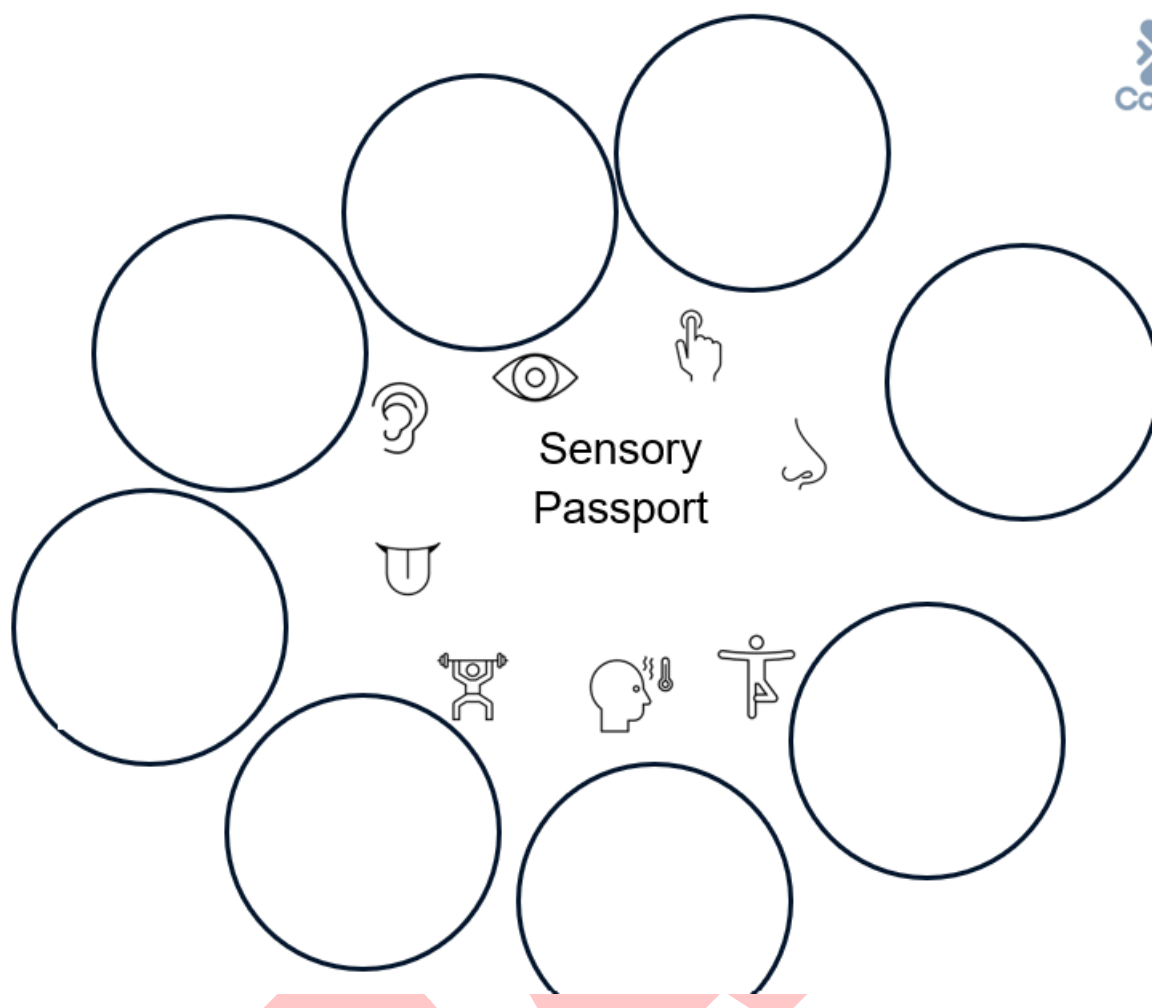
Appendix 2: Elements that are related to behaviour within Personalised Support Plan



My Personalised Support Plan

What's Important To Me?	Name	Triggers
•	Date of Birth	•
	Year Group	
	Key Stage	
	Diagnosis	
	Medication	
What's Important For Me?	Placement Goal	Professionals Involved
•	1.	
	Help me to communicate by ...	Levels
	•	
	•	

DR



My Successes

2026 – 2027	Term 1 & 2	Term 3 & 4	Term 5 & 6

NB: See Earwig for breakdown of targets into small manageable step that is achievable in 12 weeks. Specific, Measurable, Achievable, Relevant, Time-bound



Graded Support Plan

When learner is calm	
How learner may appear	Reactive Strategies •
Learner 's warning signs and behaviours	
How learner may appear	Reactive Strategies •
Learner in crisis	
How learner may appear	Reactive Strategies
Learner is calming, sensitive support is required	
How learner may appear	Reactive Strategies •

Risk Assessment

The levels of risk are described in terms of their likelihood and impact:

Consequence/Severity	Likelihood							
	1	2	3	4	5			
	Rare	Unlikely	Possible	Likely	Almost Certain			
5 Catastrophic	5	10	15	20	25		1 – 3	Low risk
4 Major	4	8	12	16	20		4 – 6	Moderate Risk
3 Moderate	3	6	9	12	15		8 – 12	High Risk
2 Minor	2	4	6	8	10			
1 Negligible	1	2	3	4	5		15 – 25	Extremely High Risk

Hazard & Description (Potential Consequences)	Who may be harmed	Existing Risk (With controls from Behaviour Risk assessment in place)			What Additional Controls Required?	Residual Risk (After additional controls)			Action Plan (Responsible Person & target date)
		L	S	R		L	S	R	

Version Number	Purpose/changes	Document Status	Author	Date
1	Creation of risk assessment			