Brindle Gregson Lane

Relationships Policy

Leader	Date of issue	Review date	Other documents	Headteacher Signed	Chair of Governors Signed
K.Esa	November 2025	November 2026		K.Esa	A.Hardman

1.0 Introduction and Legal Framework

At Brindle Gregson Lane Primary School, we want to create an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We want a behavioural policy that is simple, effective and consistently carried out by all. Our BGL behaviour policy is set around tight agreements, simply framed and relentlessly pursued.

As a Paul Dix (When the Adults Change) accredited school, we recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at BGL. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school.

1.1 Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective recognition system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- What we sometimes see as a failure to behave appropriately is sometimes a failure to communicate.

1.2 Our Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To ensure teamwork and success underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To promote an ethos of peer support.
- To ensure that our pupils are polite, happy and considerate of others' feelings.
- To agree boundaries of acceptable behaviour with all pupils and regularly remind children of these.
- To ensure the atmosphere in the classroom environment is conducive to learning.
- To ensure children are aware of the consequences of their words and actions towards themselves and others.

1.3 Rights and Responsibilities

The rights and responsibilities of all members of the school community in ensuring an orderly climate for learning.

- School
- Pupils
- Parents/carers

'The culture is set by the way the adults behave.' Paul Dix, 2017

All adults in the school are responsible for the consistent reinforcement of the behaviour policy.

Senior leaders and Governors are responsible for supporting staff to implement the policy.

Parents are responsible for supporting the school's behaviour policy by reinforcing key messages at home and providing a positive role model.

All Staff will:

- Always redirect students by referring to 'Ready, Respect, Safe".
- Focus on effort not achievement.
- Celebrate when children go above and beyond expectations.
- Be calm and give 'take up time' when going through the behaviour pathway.
- Never ignore or walk past children who are in breach of school rules.
- Deliberately and persistently catch students doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all students.
- Relentlessly work to build mutual respect.
- Demonstrate unconditional care and compassion and hold children in unconditional positive regard.

1.4 Ethos

"Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour…lies in the behaviour of every adult and their ability to create a culture of certainty." (Paul Dix, 2017)

At BGL, we are committed to providing an attachment and trauma-informed environment where all children can feel safe. Children who have secure attachments have higher self- esteem and empathy and can deal with stress more effectively, so they are resilient to change. For all our children, we offer compassion and cooperative learning with a caring and supportive adult. For all behaviour, every child and adult will receive, calmness, connection, curiosity and cooperation to enable compassionate learning and the building of empathy and esteem for themselves and others.
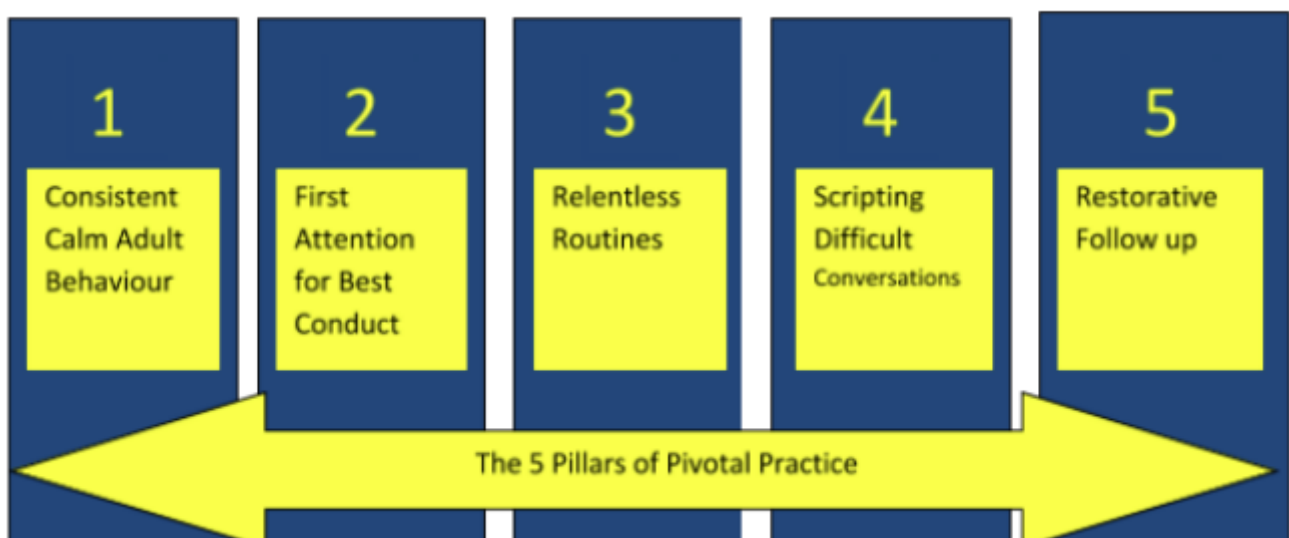
Our school Values of big heartedness, discovering the possible, learning without limits, playing your part and inspiring pride are naturally embedded in our school curriculum for learning and behaviour.

1.5 Our Behaviour System

At BGL, we feel that it is important that children see our school as a calm and safe place where

they feel valued as individuals so that they all have the opportunity to reach their full potential. Our policy is built on relationships which include relationships across all stakeholders: children, staff, parents, governors, wider community.

We have developed our school expectations based on the **Paul Dix '5 Pillars of Pivotal Practice'**, Trauma Informed Schools UK research and practises, and DFE guidance on Mental Health and Behaviour in Schools. What we sometimes see as a failure to behave appropriately is sometimes a failure to communicate properly. Therefore, every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs.

We recognise that children need support to keep emotionally regulated and cope in everyday social situations and more challenging interactions. All adults working in our school must understand the needs of all our children and families and we provide our children with emotionally available adults and a safe place to learn and grow.

1	2	3	4	5
Consistent Calm Adult Behaviour	First Attention for Best Conduct	Relentless Routines	Scripting Difficult Conversations	Restorative Follow up

The 5 Pillars of Pivotal Practice

1.6 Our School Rules

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school rules are **Ready, Respect and Safe**. This allows everyone to work successfully, safely, and enjoyably. Good behaviour is taught explicitly using our behaviour curriculum, school assemblies, PSHE lessons and modelled through all interactions between children and adults. It is recognised and used as good examples for other children through public recognition.

Poor behaviour is dealt with calmly and quietly. Consequences are referred to as outcomes. There can be one of two outcomes: natural outcomes (something they have already lost because of their behaviour, e.g. a snapped pencil, a 'fall out' with a peer) and logical outcomes (used when a natural outcome isn't appropriate, e.g. a child is disrupting the lesson and not following the school rules). When behaviour might be a result of vulnerability or other needs then a graduated response is used.

Breach of school rules could include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Not following school rules of respect and ready during learning time
- Non-compliance of adult instructions
- Indirect inappropriate language
- Pushing
- Failure to follow school rules for appropriate use of 1:1 devices

Serious breach of school rules could include:

- Repeated breaches of the school rules/repeated misbehaviour
- Failure to follow school rules for online safety
- Any form of bullying
- Physical violence
- Sexual violence, sexual comments
- Throwing objects
- Physical behaviours with intent to cause harm
- Spitting
- Direct, inappropriate language
- Theft
- Vandalism
- Racist, sexist, direct homophobic or discriminatory language/behaviour
- Running away from adult

1.7 Five Pillars of Pivotal Practice - Pillar 1: Calm and consistent behaviour

All staff will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child. Children need to know what is expected of them in all areas of school, by all staff. Staff will set high standards. Everyone will act with consideration and courtesy to others at all times. Shouting and aggressive behaviour is always discourteous.

'Classroom management skills are the single most important factor in achieving good standards of classroom behaviour' (Elton 1989). Key characteristics of "good practice" are:

- A prompt start to lessons
- A calm and purposeful classroom atmosphere
- Clear procedures and instructions
- Appropriate and challenging work to ensure success
- Pupils encouraged to reflect on progress and set goals
- High emphasis on academic achievement
- High recognition of positive achievement
- Foster and promote of a Growth Mindset approach using the animal learning behaviours linked to our BGL school values.
- Strategic Structure: Classrooms which are tidy. Resources to support independent learning.
- Staff use language that teaches emotional literacy. "I can see that you are feeling…."
- When a child misbehaves in a learning group or the classroom, the member of staff with the child will ensure outcomes (consequences) are put into place. This aims to develop the adult-child relationship to help restore and repair if needed. It may be that this happens later when the child is feeling more regulated.
- Staff will hold all children in unconditional, positive regard and address situations with PACE: Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in interactions with young people. We include the PACE Approach across all our classes and interactions with children around school. This allows are children to thrive in their learning and discuss their emotions with adults in school.
- Staff will provide order but not rigidity.
- Staff will be enthusiastic.
- Staff conduct and schools systems will display visible consistency and visible kindness.

1.8 Five Pillars of Pivotal Practice - Pillar 2: First Attention for Best Conduct

There is overwhelming evidence that the praise of good behaviour is more effective than the punishment of bad behaviour. Our emphasis is always on the recognition of positive achievements.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to theirexcellent behaviour.'

(Paul Dix, 2017)

Recognition of good behaviour, achievement, attainment, kindness etc come in a variety of different forms and are given by all members of our school staff. Recognition must be attainable for all children and not just for a selected few. Recognition will never be taken away from a child. Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a significant reward in itself.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback. Opportunities for promoting positive behaviour strategies include:

▪ Whole school assemblies - BGL values are discussed and applied to our everyday lives and in our relationships with one another.
▪ Recognition boards will be used in class alongside our whole school recognition board and our class shout out boards. Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The target behaviours are linked to the BGL Values and BGL Behaviour Curriculum. In order to create the feeling of a team effort with the target chosen , the aim should always be for the whole class to get on the board.
▪ Recognition Assembly – weekly assembly to publically praise pupils and share achievements as a school family.
▪ A visit to another member of staff for positive commendation.
▪ A public word of praise in front of a group, class, key stage or the school.
▪ Children are praised publicly and reprimanded in private.

Where pupils' behaviour does not meet school expectations, staff will use the table below to inform next steps:

Stage 1: Reminder	▪ A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Adults will take the initiative to keep things at this stage. ▪ Use of non-verbal cues can be used, such as drawing the child's attention to their book to begin writing. ▪ * post-it note/mark on desk/warning symbol/laminated sheet on teacher's desk. ▪ Say to children "" I expect you to… You need to…I know you will. This is your reminder…Thank you"
Stage 2: Warning *30 second script*	▪ A clear verbal caution delivered privately, where possible, making a pupil aware of their behaviour and clearly outlining the outcome (consequence) if they continue. ▪ Use the school scripted conversation. ▪ "I noticed you chose to …it is the rule of Ready/Respect/Safe that you are breaking…Remember last week when you were fantastic at…I expect you to...this is your final warning before a time-out. Thank you." ▪ De-escalation strategies should be used to prevent situation progressing to the next stage.

Stage 3: Time out	• Despite reminder (stage 1) and warning (stage 2), if behaviour persists, this is when a pupil may need time to reset away from the group. For children in KS1, the time-out may be in a different part of the classroom or a different KS1 classroom. For children in KS2, the time-out will form part of a restorative, reflection session in a separate space.
Stage 4: Reflection	• Once children have reset, time will be spent during breaktime/lunchtime to complete the restorative reflection sheet (approximately 10 minutes). This 10 minutes can not be reduced or removed.
Stage 5: Escalation to SLT	• If a child receives 3 time-outs across one week, then a restorative discussion will take place between the child and a member of SLT. • School expectations will be provided and a reminder of school rules will be given. • The child will be asked to talk through their reflection sheets and to discuss changes to behaviour moving forward. • SLT will monitor behaviour for the child for the upcoming weeks. A further time-out in the following week may result in escalation to stage 6.
Stage 6: Further Support	• If a child continues to present with misbehaviour and despite reflections, time-outs and restorative approach, the behaviour persists, then further support at stage 6 will be implemented. • A formal meeting will be convened with child, parent/carer and the headteacher/deputy headteacher. If appropriate, a parent, child, school agreement will be drawn up. • At this time, a more detailed support plan may be considered. This could include behaviour plan, a pastoral support plan or assessment of SEND need. • A positive outcome will result in targets will be agreed and monitored over a 2-week period. • If behaviour persists, SLT will consider formal outcomes such as: internal exclusion, fixed-term suspension, referral to external agencies, pupil referral unit. • A review of the suitability of the setting to successfully and consistently meet the child's needs will be held and further external advice may be taken.

The chart above shows the standard escalation process. Please note that at any point, depending on the severity of the incident, or context around repeated incidents, any stage/s may be bypassed.

This decision will be made by the Senior Leadership Team.

1.9 Five Pillars of Pivotal Practice - Pillar 3: Relentless Routines and Relationships

At BGL we have a behaviour curriculum – The BGL Way. This curriculum includes set routines that are implemented consistently from all staff, at all times. As much as possible, the daily timetable and routines are consistent across school from class to class.

This predictability makes classrooms feel safe and routines are central to this. In lessons, refining routines so that they can be actioned quickly and executed deftly is a driver of productivity. Expectations of behaviour are the same in all classes and stipulated consistently from all adults.

When implementing shared routines, staff will demonstrate a "deliberate botheredness". Staff will be relentless in their drive for high expectations. Staff will do this by:

- Recognising that relationships take time to build.
- Investing the time, effort and commitment needed to build relationships with children.
- Using positive recognition to make each child feel appreciated and important.
- Carrying out daily acts of care, generosity of spirit and showing interest in the lives of children. This is 'deliberate botheredness'.
- Being persistent in their approach: 'I care about you, I care about this lesson and I am not going away'.
- Meeting and greeting children at the start of each new day.
- Never walking past or ignoring misbehaviour.
- Making your class feel that there is no place that you would rather be.
- Build a sense of belonging to the class and school family.
- Let children lead learning, share responsibility, delegate jobs.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing.
- Use subtle, private reminders and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important. Mark moments with sincere, private/public verbal praise.
- Class displays and classroom environments that indicate aspiration for high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.
- 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.

2.0 Five Pillars of Pivotal Practice - Pillar 4: Scripting Difficult Conversations

The school rules are simple and clear. When a child is seen not following a rule a child is reminded specifically about the rule they have broken and a link to what the child is doing is made explicit. A simple script is followed.

A scripted intervention gives us an understanding of where the conversation starts, where it is going, how to deal with the child's reaction and how to withdraw with grace. A scripted intervention covers all these factors in a quick way lasting just 30 seconds

Opening - Do not start a dialogue with the child by asking a question. Start with "I have noticed..." e.g. 'I have noticed you're having a problem getting started with your work".
Second line - "You know our rule/expectation about joining in with group work. It is the rule of ready/respect/safe that you are breaking"
Reminder of positive behaviour - "Do you remember last Monday when I made an over and above phone call to your dad because you were fantastic at…"
Fourth line - "I expect you to...this is your final warning before a time-out. Thank you."
Leave - Leave before the child has a chance to protest. This is a quick 30-second intervention, and it should not keep the child under the spotlight for long.

2.1 Five Pillars of Pivotal Practice - Pillar 5: Restorative Follow-up

Restorative conversations are used over breaktimes or lunchtime. Children have "Reflection time" to regulate and repair. Restorative questions could include:

- What happened?
- What were you thinking at the time?
- How do you think this made people feel?
- What should you do to put things right?
- How can we do things differently in the future?

Children in KS2 will complete a reflection sheet as a guide to facilitate the restorative conversation. The aim of the Reflection Sheet is to encourage children to engage authentically with their behaviour choices, the reasons why they may have made the choice and what could be done differently moving forward.

Class teachers will spend time during breaktime/lunchtime engaging children in this process in a meaningful and purposeful way.

With younger children or children that may struggle with this, a visual prompt will be provided. The prompt will focus on:

- What did you do?
- Who did it affect?
- How did they/you feel?
- How can we make it better?
- What can we do differently?

2.2 Support

As a school, we work closely with our families to provide the best support for all our children. We ensure that senior leaders and Learning Mentor are visible and available in the mornings and after school; we have strong pastoral support and we support and refer to outside agencies if needed.

Working with parents will help us identify any triggers that may be significant in a child's life and plan for the child's individual needs.

All children are offered ordinarily available provision, some children may also need targeted support and a few children may need additional intensive support. Early Intervention is important for us and we use the strategies: prevention, identification, early support, and access to specialist support as outlined in the Mental Health and Behaviour 2018 DFE publication.

2.3 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Placing themselves in danger

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

2.3 off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school

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- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the supervision of a staff member (e.g., on a school-organised trip).

2.4 Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

2.5 SEND: Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Our approach may include examples such as:

▪ Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
▪ Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
▪ Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
▪ Training for staff in understanding conditions
▪ Use of separation spaces (The Burrow/The Retreat) where pupils can regulate their emotions during a moment of sensory overload

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it regularly.

Pupils with an education, health, and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

2.6 Monitoring and evaluating school behaviour

The school will collect data via CPOMS on the following:

▪ Behavioural incidents
▪ Attendance, permanent exclusion, and suspension
▪ Incidents of searching, screening, and confiscation

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The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

2.7 Monitoring this policy

This policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the headteacher.

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