

# Brookside Primary School



## POSITIVE RELATIONSHIP POLICY (BEHAVIOUR POLICY)



**September 2024**  
**Updated January 2025 to change name of MIS**



The UN Convention on the Rights of the Child outlines the following

- 3 The best interests of the child must be a top priority
- 12 Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
- 31 Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

### **Motto/Mission Statement**

At Brookside School we believe that children are

*Learning for Life*

At Brookside Primary School we believe in providing an education which allows children to be ready, respectful and safe in the world they are growing up in. Children will develop the skills of cooperation, concentration, resilience, curiosity, imagination and reflection to enable them to be responsible citizens of the United Kingdom and the world.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. At Brookside we are committed to creating an environment where exemplary behaviour is at the heart of productive learning and is the expected behaviour of all.

### **School Vision**

At Brookside Primary School we believe in providing a safe, welcoming, happy and well ordered school environment in which children can learn effectively and reach the highest standards of which they are capable;

We encourage all our children to show these learning powers which form our values and are considered skills for life by the whole school community;

- **Concentration**
- **Resilience**
- **Cooperation**
- **Curiosity**
- **Imagination**
- **Reflection**

We believe that the partnership between home and school plays a vital role in ensuring that we provide the very best education, environment and example for our children. Partnership with families underpins all that we do. We realise that we have the privilege to work with young people from Bicester on their journey of *Learning for Life*.

We believe all members of the school community should be equally valued and at the same time we have equal responsibility and part to play in helping our children to develop into independent, responsible and caring individuals.



## Policy Statement

At Brookside Primary School we believe that children are learning about behaviour, and that the adults in school are role models for, and teachers of, behaviour. All behaviour is communication, a child who is demonstrating behaviour is communicating to others their current feelings.

All adults in our school must have high expectations of children in our school in the areas of behaviour, attitudes to learning and attitudes towards others. Adults must develop children's self-esteem, confidence and positive self-image by developing secure relationships and encouraging positive behaviour through consistent application of this policy.

Adults at Brookside have high expectations of themselves and of the children; they are consistently and deliberately calm and base their behaviour management on recognising and promoting good conduct. We expect everyone to take responsibility for their own behaviour and the impact it has on others, and to encourage others to do the same. This includes all members of the school community; children, staff, visitors and parents.

We believe that there are four keys to high quality behaviour:

- Good relationships between everyone in the school community
- Consistency in approach and expectations from all adults so that children know how they will be treated
- Clear routines and expectations for the children so they know exactly how they need to behave
- A calm home life with consistent parenting to support pupils in being ready to come to school each day

## Brookside has the following school rules;

All children, staff and parents must be;

- **Ready**
- **Respectful**
- **Safe**

## These rules underpin the Learning Powers (values) of;

- **Concentration**
- **Resilience**
- **Cooperation**
- **Curiosity**
- **Imagination**
- **Reflection**

These learning powers are evident in everything which we do at Brookside and become every day language for all learners and adults in school. We encourage children to demonstrate these learning powers on their journey through Brookside whilst demonstrating that they are *Learning for Life*.

These learning powers are broken down with the children, and regularly referred to. For example a staff member may say *'Please stop swinging on your chair, you're not demonstrating the school rule about being safe'*



The phrases below are used with the children. The phrases in *italics* are for pupils in EYFS and in Y1. By the end of Y2 pupils should be introduced to the longer definitions of the Learning Powers and should know what they mean. During weekly PSHE lessons and assemblies pupils should consider one of the Learning Powers.

**We encourage all our children, parents and staff to follow these rules and to demonstrate these learning powers:**

All children and staff must be;

**Ready**

*We are ready to learn*

We are ready for *Learning for Life*

**Respectful**

*We are kind to everyone and look after the world around us*

We are kind and respectful to everyone and look after our school and natural environment

**Safe**

*We look after ourselves and each other.*

We look after ourselves and each other in and outside school and online

**These rules underpin the Learning Powers (values) of;**

**Concentration**

*We work hard stay focussed on our learning*

We focus on our *Learning for Life* to achieve the best possible outcomes.

**Resilience**

*We never give up when things get difficult*

We use a positive approach when things are challenging. We never give up!

**Cooperation**

*We work well together with our friends*

We work together to achieve the same goal and develop friendships

**Curiosity**

*We ask questions about our learning and the world around us*

We are enthusiastic about exploring the world around us and asking questions about our learning and the world around us

**Imagination**

*We use our imagination to be creative*

We use our imagination to be creative in new and exciting ways

**Reflection**

*We think about what we have done and how we can get better*

We evaluate our learning and behaviour in order to determine the next steps we need to take in our *learning for life*



## Recognising Good Relationships and Use of the Learning Powers

Each class has a 'We Can' recognition board in the classroom which will celebrate when pupils have been 'caught' demonstrating one of the learning powers or school rules. Throughout the year there will be a learning power of the week which will be spoken about in assembly and during PSHE lessons.

### 'Learning for Life - The Brookside Way'.

Children are being encouraged to concentrate on demonstrating our school rules of 'Ready Respectful and Safe' alongside our 'Learning Powers'. They will be supported to do this by being taught by all adults in school how to demonstrate 'Learning for Life - The Brookside Way'.

The Brookside Way encourages:

- Star Sitting
- Wonderful Walking
- Lovely Listening
- Lovely Lining Up
- Delightful Dinners
- Positive Playtimes
- Marvellous Manners
- Kindness is Key
- Ready, Respectful and Safe



Our behaviour curriculum defines the expected behaviours in school and The Brookside Way encourages expected behaviours. Routines should be used to teach and reinforce the behaviours expected of all pupils. All adults in school are expected to teach and reinforce these behaviours, it is not the sole responsibility of the class teacher. More information of how pupils earn stickers for demonstrating 'The Brookside Way' is included in appendix 1.

All staff are reminded that they are responsible for modelling the high expectations which we have of behaviour at Brookside. Members of the leadership team will ensure through monitoring that these learning powers are modelled by all staff.

### All adult practice within the school is underpinned by the following six principles:

1. Consistent, calm adult behaviour
2. First attention for best conduct – positive praise
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up
6. Recognise above and beyond

### Expectations of behaviour to ensure that the school is a good environment for all;

- Children and staff should be proud of their school and should demonstrate impeccable manners and courtesy towards others – The Brookside Way
- Children and staff should present themselves as smart people – ensuring that they are wearing smart clothes and the correct uniform (suitable for the activity being undertaken to ensure safety)
- People are to walk on the left when walking around school
- People are to ensure that doors are held open for any person walking through the door behind them



- Shouting is never an acceptable form of communication in school
- Litter is to be tidied up by anyone in school
- The school is to be kept tidy and clean by all people in school - displays are to be repaired by anyone in school
- Children with SEND should be additionally supported to ensure that they can make progress with the behaviour in and out of school
- Parents should respect the rules and values of Brookside School and should ensure that their children are supported in developing their understanding of the importance of them whilst *Learning for Life*

### Aims and Purpose of the Policy

- Maintain our culture of exceptionally good behaviour both for learning and for life through embedding the learning powers into everything we do; encouraging children towards *Learning for Life*.
- To ensure a consistency of behaviour from all adults in the school, in treating all with fairness and respect and promoting good relationships
- To make recognition of positive behaviours and a refusal to give attention to poor behaviours the norm – children not exhibiting positive behaviours need to be reminded of the learning power or school rule which they are not exhibiting. They need to be encouraged to be '*Learning for Life - The Brookside Way*'
- To help children take control of their own behaviour, recognise the impact it has on others, and be responsible for the consequences of it
- To provide a clear and consistent framework for all adults to follow, using positive interventions and clear stepped sanctions should the need arise
- To make a clear link between the work of the class teacher and the pastoral team to ensure that all children know that Brookside is a safe place to live and learn

### Staff behaviour

All staff are equal in the relationship and behaviour culture within the school, and should feel empowered to deal with any situation that arises. However, in reality we acknowledge that children see a hierarchy of roles. For this reason, senior staff should work **alongside** other staff in dealing with incidents, providing support and back-up, not deal in isolation with incidents that have been delegated 'upwards', thereby reinforcing to children consistency of adult approaches.

Occasionally where temporary staff are involved (such as a supply teacher), the aftermath of an incident may have to be dealt with by someone other than the original staff member as they will understand the Brookside Learning Powers better than a temporary member of staff.

All staff will;

- Meet and greet children at the door
- Refer to school rules and the behaviour learning powers in their conversations with pupils
- Model the importance of *Learning for Life*
- Encourage children to demonstrate all of the behaviours and therefore earn all of the stickers in '*Learning for Life - The Brookside Way*'.
- Model positive behaviours and build relationships
- Respond to all situations calmly, even when children are being disrespectful
- Give 'take up time' when going through behaviour steps
- Ignore secondary behaviours unless they are causing danger





- Use visible positive recognitions in classrooms
- **Follow up every time, using restorative conversations**
- Be responsible for any behaviour they see which does not meet the high expectations the school has (never ignore or walk past poor behaviour)
- Have clear, structured classroom routines
- Consider when additional support through the Learning Mentors or Home School Link Worker will support their work in the classroom
- Complete postcards home for positive behaviours (pass to school office)
- Complete the behaviour form on Arbor for negative behaviours
- Provide support to the teacher leading assembly by reminding pupils of the high expectations which the school has – this is particularly important when entering and leaving the assembly hall
- Encourage children to recognise that they can and should make good choices
- Promote self-esteem and self-discipline
- Remember that School is a safe place for all pupils

Senior staff (middle and senior leaders) will;

- Be visible around school, especially during transition times
- Meet and greet children at the beginning of the day
- Stand alongside all colleagues to support, guide and model and show consistency for children
- Support colleagues in returning children to learning through sitting in on restorative conversations
- Celebrate those children who go above and beyond expectations
- Celebrate those children who consistently display good behaviours and have demonstrated 'Learning for Life - The Brookside Way'.
- Encourage colleagues to report positive behaviours to parents/carers
- Ensure training needs are identified and met
- Review provision/strategies for children whose behaviour challenges colleagues and who may fall beyond the range of policies
- Work with teachers to develop SEND profiles for children who need them
- Work with teachers to develop behaviour plans for children who need them

Staff behaviour will be celebrated by any member of staff being able to thank and congratulate any other member of staff for going above and beyond with their work. Senior staff may congratulate staff for going above and beyond with their work if this is brought to their attention. All staff achievement will be congratulated during meetings with their line managers.

### **Staff As 'Everyday Heroes'**

Staff at Brookside are reminded that they are 'Everyday Heroes' and that they have the power to change lives. This is particularly important for vulnerable or disadvantaged pupils which may be any pupil at some point in their school life. As school staff we remember that we support pupils in navigating their lives both inside and outside school.

New staff to Brookside are asked to watch Jaz Ampaw-Farr's TedxNorwichEd talk '[The Power of Everyday Heroes](#)' and to consider how this talk can encourage them to reflect upon the role which they play in the lives of young people and families at Brookside.



## Recognition and Rewards

We use rewards to:

- develop self-esteem and confidence;
- encourage positive relationships and promote positive behaviour;
- help make the school experience a happy and positive one;
- encourage the children to repeat desired behaviours;
- encourage other children to demonstrate desired behaviours.

We recognise and reward children who consistently show good behaviours and/or go above and beyond our expectations. Praise is the default position within school, whether for classes, groups or individuals.

- Quiet private praise
- Public verbal praise
- Use of 'We Can' recognition boards
- Postcards and phone calls home
- Use of the Smile system
- Use of Learning Powers stickers
- Use of The Brookside Way stickers and vocabulary

'We Can' recognition boards: These should be in place in all classrooms. They should be used for quick whole class recognition of chosen behaviours. The children can nominate each other to appear on the recognition board, they should be encouraged to consider how to use the Learning Powers in their language when praising their peers. The Learning Powers will be displayed in the centre of the board and postcards should be used to highlight the work Learning Power or Rule which the child has demonstrated.

Children will receive 'Smiles' for demonstrating one of the Learning Powers. These will be recorded on a Learning Power sheet and pupils will be aware of which Learning Power they need to continue to work on. This will also be shared with parents during parent consultations. Pupils will be constantly reminded that they are working on the Learning Powers as they are *Learning for Life*.

When children demonstrate a skill in a Learning Power twenty times they will receive a Brookside Learning Power Badge. The teacher will speak about the child during the Friday celebration assembly and will ensure that the Learning Powers are referred to.

The Learning Powers records will be available for parents to view at Parent Consultations where the next steps in the Learning Powers will be discussed with parents.

In addition children can earn stickers for demonstrating behaviours in line with '*Learning for Life* - The Brookside Way'. This is outlined in appendix one of this document. These can be given by any member of staff in school. These are recorded in the classroom 'Smiles Folder'.

Postcards can be given by **any** member of staff in school. They should be passed to the DHT for recording and subsequent posting home. Upon receiving a postcard home the language used within the text of the postcard will reflect the Learning Powers of the School. The expectation is that children will receive one postcard home a year.





## **Behaviour Expectations**

The children need to know the standards of behaviour they are expected to uphold. This can only be achieved if expectations are clear and consistent. The children need to be specifically taught these routines and expectations. Whole school routines must be re-enforced by all staff, the children cannot be allowed to perceive any flexibility in this. Adults in School must remember that children need to be taught how to behave, children are not born with the knowledge of how to make the right choices.

Whole school routines includes being ready to learn through having the correct uniform, P.E. kit and equipment for the day ahead. This should also be modelled by staff and all staff should ensure that they bring to the attention of the pupil or their parents if the correct uniform or P.E. kit is not being worn.

Once the children know the expectations they are then responsible for following them and getting the appropriate praise, or not following them and facing the consequences of their behaviour.

## **Behaviour Expectations at Home**

Children spend 40% of their waking hours at school. The other 60% of the week children are in the care of their family members. When a child turns 11 they will have spent just 11% of their waking hours in school, the other 89% is spent outside of school. There is sometimes a correlation between behaviour at home and at school. Parents whose children struggle with making the right choices at home are offered support by the school through the Home School Link Worker or the pastoral Learning Mentors as Brookside School realises the importance of the link between and happy home life and academic and social achievement at School. Brookside School will run parenting courses for parents or will refer to those available at the Family Solutions Service in Bicester.

Some parents will need additional support with their parenting and Brookside School will work closely with Oxfordshire County Council Children's Social Care Teams who may support some families through Early Family Help or Child in Need. Some families will require statutory support through Child Protection Planning.

## **The School Behaviour Curriculum**

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. Behaviour should be taught to pupils by all staff in school through day to day interactions as well as through the PSHE curriculum. Behaviours for learning should be taught during all lessons; behaviour on the playground should be taught by adults on the playground and behaviour inside and outside school should be taught through PSHE and other areas of the curriculum.

We teach children self-regulation and emotional control through the Zones of Regulation framework. This allows children to understand the we all experience different emotions and behaviours and how we manage these to enable us to function and carry out our daily activities. Children who have additional support for their communication and interaction are sometimes supported further with the use of Zones of Regulation personal to them, sometimes by a support worker from the SENSS Communication and Interaction Team.



## **Preventing recurrence of misbehaviour**

### **Initial intervention following behavioural incidents**

At Brookside the Learning Mentors, teacher or class teaching assistants can provide interventions to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is done by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. This support may be as part of a whole class session, in small groups or in one-to-one activities.

Examples of interventions include;

- Support from the Learning Mentor
- Support from the class teaching assistant who will be able to provide more regular support and prompting during whole class sessions
- Children with an EHCP should have this support provided by the class teaching assistant and this may be as part of planned time outside of the classroom as outlined in their SEND plan.
- Short term behaviour report cards or longer term behaviour plans (using the OCC format)
- Frequent and open engagement with parents by the teacher.
- Time limited support from the Home School Link Worker which may include home visits if deemed necessary
- Consideration of whether a child might need additional SEND support
- Consideration of whether a multi-agency assessment (strengths and needs form) or statutory assessment that goes beyond the pupil's educational needs is required. This will possibly be the case if there are concerns around the child's behaviour at home or in the wider community.

### **Behaviour expectations and pupils with SEND**

The school consistently promotes high standards of behaviour and provides necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. The graduated approach is used to assess, plan, deliver and then review support put in place for pupils with SEND and this can include outcomes around behaviour.

Staff are good at identifying likely triggers of misbehaviour and putting in place support to prevent these. These include;

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- Adjusting seating plans to allow a pupil who struggles to concentrate (for whatever reason) 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 such as autism
- An OCC behaviour support plan
- Support from outside agencies to provide additional support if needed.

### **Management of Poor Behaviour**

Our first attention is always to good behaviour; praising the behaviour we want to see.



Giving attention to attention-seeking behaviour rewards that behaviour. At Brookside we do not write names on boards, use 'sliding scale' behaviour charts (e.g. sun and clouds) or any other systems which give public acknowledgement/recognition for poor behaviour.

All behaviour which has required additional intervention such as time out or an internal exclusion must be recorded on Arbor. Teachers should do this alongside their TA if the TA has dealt with the behaviours being exhibited. This should never be done in the sight of the child.

During SLT each week these behaviour reports will be monitored by school leaders and discussed with Learning Mentors. The Learning Mentors will monitor patterns in behaviours exhibited by pupils and offer support if needed. These incidents will be recorded on Arbor.

Internal removal will always be shared with parents.

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## **Responding to misbehaviour (taken from Behaviour in Schools February 2024)**

When a member of school staff becomes aware of misbehaviour they should respond predictably, promptly, and assertively in accordance with his policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that school across Brookside School respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

To achieve our aims of positive relationships to encourage good behaviour, a response to behaviour will have various purposes. These include;

- Deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- Protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk
- Improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

The following steps should be followed, allowing time for each. Steps cannot be jumped or missed out. The steps work up to measures required for serious misbehaviour and so it is unlikely that most scenarios will move beyond step three.

Restorative conversations are the final step in any situation, however many of the steps have been merited by the circumstances. The pupil must be provided with the opportunity for a reflective and restorative conversation when calm enough to do so.

All staff have a card on their lanyard which reminds them of the Learning Powers, the School Rules, the micro script and the restorative conversation questions. Staff should refer to this when required.



### 1. Visual cue

This can be a raised eyebrow, a nod towards where a child should be sitting, a finger raised to the mouth. This is not an exhaustive list.

### 2. Positive praise to remind others

Staff should use positive praise of others first so that any child making the wrong choice is able to consider modifying their behaviour.

Adults in school should promote use of positive language when speaking to children. Rather than saying to children 'Next person to speak when walking to the computing room is missing their breaktime' use more positive language which promotes positive behaviour 'I am looking for children that can model how to walk perfectly to the computing room showing me they are ready to learn.'

### 3. Tactical ignoring

The adult decides temporarily not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and the class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.

### 4. Description of reality

A simple statement of fact describing the inappropriate behaviour. 'Malcolm, you're talking', 'Martha, you are pushing Laurie' this is a calm statement of what is happening and will often end the inappropriate behaviour there and then.

### 5. Simple Direction

Clear statement of required behaviour. 'Jane, turn around', 'Carlos, give Tom his pencil' Depending on the behaviour being exhibited you may use 'Thank you'. Use of please should be avoided as a subtle way of showing that you expect children to do as you have asked.

### 6. Verbal rule reminder

If this does not occur then a verbal reminder should be given;  
Delivered calmly and as privately as possible.

The first use of our script:

'I've noticed that you . . . .

'Do not forget the school rule/learning power about ....'

'Which school rule/learning power could you work harder on right now?'

'I need you to . . . . .'

'Remember when you . . . . . that's the (name) I need to see today'

'You need to speak to me for two minutes after the lesson'

### 7. Question and Feedback

Asking a prompt question to show that you have noticed their behaviour. 'What's happening here?' This can be sufficient to alert the children to the fact that you have noticed and will stop the behaviour.



## 8. Verbal caution (choice and consequence)

Delivered calmly and as privately as possible.

The second use of the script with an additional line:

'If you cannot do this you'll have to leave the room/playground. You have the choice to behave or to face the consequence.'

**On rare occasions, when none of the strategies the adult has used has been effective, it may be necessary for the child to be removed from the classroom. It is vital that a follow up conversation takes place at the earliest opportunity**

## 9. Short time out (must be recorded on Arbor)

This is for no more than five minutes. On the playground this is likely to be sitting on a bench. Teachers can send children to another classroom. This is a cool down period only. A receiving teacher should accept the child into their class calmly and not investigate or speak to the child about their behaviour.

## 10. Resetting of expectations

On return to the classroom/playground the staff member should reset the expectations of behaviour referring to 'Be ready, respectful and safe'

## 11. Internal removal (must be recorded on Arbor)

The child may be kept away from the class/playground for a longer period and/or subsequent lessons/playtimes should their behaviour be deemed to be dangerous to others. This should be for the shortest possible period. This may be referred to as internal exclusion. This is an unusual step and the decision may only be taken by the Headteacher, Deputy Head or Assistant Head. No teacher is to be used as threat at any point.

*'Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behaviour strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. Removal should be used for the following reasons:*

- a) *To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;*
- b) *To enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and*
- c) *To allow the pupil to regain calm in a safe space.*

*Removal should be distinguished from the use of a nurture room for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.'*

**DfE – Behaviour in Schools (February 2024)**

## Restorative conversation / reflection

This needs to be led by the staff member involved in the original incident whenever possible. It should take place in a calm manner (some children may need considerable cool down time first). It should refer to the incident that has taken place and not used as an opportunity to bring up previous events.



Use the following structure which can be amended to suit the age of the children or any SEND requirements:

1. What happened? (neutral, dispassionate language)
2. What were you thinking/feeling at the time?
3. What have you thought/felt since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in future?

If the need arises the HT/ DHT/SENDCo may become involved and any of the following may occur:

- Behaviour plan / individual support plan put in place
- Child included in nurture sessions with a Learning Mentor
- Family offered support by the Home School Link Worker or the Local Authority
- External agencies approached for support
- A reintegration timetable to allow time for building and repairing relationships

There are rare occasions when a breach of the behaviour policy is so severe it merits immediate intervention by senior staff, and may lead to a suspension or permanent exclusion. This should always be logged through completing the behaviour form on Arbor.

All alternatives to exclusion should be explored first. Should exclusion be necessary the exclusions policy should be followed. Brookside School does not use fixed term or permanent exclusions lightly, preferring to work with the parents and staff to resolve the behaviour choices which the child is making.

This policy should be read in conjunction with the Exclusion Policy and the Department for Education documents on this website - <https://www.gov.uk/government/publications/school-exclusion>

Parents should refer to the information on the gov.uk website – <https://www.gov.uk/school-discipline-exclusions/exclusions>

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### **Restorative Approach to behaviour management**

Our behaviour policy is not primarily concerned with rule enforcement. It is a tool use to promote good relationships between all individuals in school so that people can work together with the common purpose of helping everyone learn and work in a purposeful environment.

Restorative approaches are based on four key features;

**RESPECT** – for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY** – taking responsibility for your own actions





**REPAIR** – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

**RE-INTEGRATION** - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

The school uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have received training in the policy and will apply them to resolving situations in school.

### **School Trips including Residentials**

Behaviour on school trips needs to be exemplary for the safety of all involved, and to uphold the reputation of the school. We reserve the right not to take children on trips should their behaviour in school give us cause to question their ability to act in a safe manner outside school, or if behaviour on previous trips has not met the expected standards. Ordinarily this will be discussed with the child and their parents well in advance so they have a chance to remedy the situation.

### **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. This may be another teacher, teaching assistant or learning mentor. Staff should not be concerned about asking for support with children who demonstrate extreme behaviours.

### **British Values**

Brookside Primary School considers through the use of assemblies, PSHCE lessons and through the implementation of the Positive Relationship Policy how the teaching and modelling of fundamental British values is done at Brookside.

At Brookside staff promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. At Brookside we promote the British values, school rules and Learning Powers throughout our work both inside and outside the classroom. Through actively promoting these values it means that we challenge opinions or behaviours in school which are contrary to the fundamental British values.

### **Power to use reasonable force**

Brookside Primary School follows the Department for Education's Advice 'Behaviour and discipline in schools' January 2016 and 'Use of reasonable force in schools' July 2013.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

### **Suspension and permanent exclusion**

(taken from Behaviour in Schools – February 2024)

*All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and*



*permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.*

*We are clear that we trust headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the ['Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'](#).*

### **Pupils' conduct outside the school gates – teachers' powers**

Brookside Primary School follows the Department for Education's Advice 'Behaviour and discipline in schools' January 2016.

Teachers have the power to discipline powers for misbehaving outside of the school premises 'to such an extent as is reasonable'.

Brookside School may discipline pupils for misbehaviour which is non-criminal which occurs off the school premises and which is witnessed by a member of staff or reported to the school.

Teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Confiscation of inappropriate items**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment so long as it is reasonable in the circumstances.

The legal provisions enable school staff to search pupils without consent for 'prohibited items' including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarettes, fireworks, inappropriate images and any article which may cause personal injury or damage to property.

The school will hand to the police any items which are dangerous or illegal.

### **Behaviour in Schools (February 2024)**

This document has been taken into account whilst updating the Positive Relationship Policy, alongside the information shared at the DfE briefing in February 2024.



**This policy is written with the school's legal duties under the Equality Act 2010 in mind, in respect of safeguarding and in respect of pupils with special educational needs and disabilities.**

Appendix One

## *Learning for Life* **The Brookside Way**

Children are being encouraged to concentrate on demonstrating our school rules of 'Ready Respectful and Safe' alongside our 'Learning Powers'. They will be supported to do this by being taught by all adults in school how to demonstrate '*Learning for Life*/The Brookside Way'.

The Brookside Way encourages:

- Star Sitting
- Wonderful Walking
- Lovely Listening
- Lovely Lining Up
- Delightful Dinners
- Positive Playtimes
- Marvellous Manners
- Kindness is Key
- Ready, Respectful and Safe



Children will be rewarded by staff for demonstrating each element of '*Learning for Life*/The Brookside Way' with a sticker.

- Children will wear the sticker to demonstrate to others their achievement
- The child should tell their teacher (if given by another staff member) that they have received their sticker (how this is shared with the teacher will differ depending on the age of the children/teacher)
- This should be recorded on their record sheet which will be alongside their Smiles sheet in the Smiles folder
- When children have earned all nine stickers, they should bring their completed sheet to the headteacher/deputy headteacher who will congratulate them, reward them with a HT award, provide House Points and also they will be included in the next newsletter
- Children will only work towards '*Learning for Life*/The Brookside Way' once per academic year. It will be reintroduced to children in the Autumn term.
- Children have the option of getting a collection sheet from the school office which they can choose to use to put their stickers on at home to keep them as a memento of school life.



- Children are able to nominate an adult in school for a sticker and should discuss this with another adult in school to request a sticker

Spare paperwork for the reward system will be in the Bicester building photocopier room. New sheets will be prepared each September for children.

During class assemblies at least 12 times a year the focus should be '*Learning for Life/The Brookside Way*' and children should be encouraged to self-reflect on which areas of the behaviour curriculum they need to continue to work on.

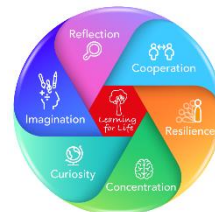
## Appendix Two





## Brookside Primary School

### Learning Powers and Smiles



- Children earn smiles for demonstrating a learning power.
- For every 20 smiles earned they are awarded a badge which follows the badge colour progression as below
- The smiles are recorded on a sheet by stamping a 'smile' under the relevant learning power heading
- In order to receive the next badge, each learning power must be stamped at least twice
- Learning Power 'smiles' cannot be given for expected behaviour or attitudes. Smiles should be given for a pupil going above and beyond the expected standards for behaviour.
- Smiles are only even given as one smile. You cannot give multiple smiles
- The child should know which Learning Power they are being given the smile for and should take ownership of getting the smile put in their record
- The smile record folder should be accessible to the children so that they can take the smile sheet to an adult to give them a smile
- The final Learning Power 'smile' given to a child should be recorded on the record sheet. It should be recorded which Learning Power it was given for and what the child did to receive that smile
- Children should be aware of which Learning Powers they are working on and what they can do to achieve a Learning Power 'smile'
- When Learning Power badges are given out, teachers should ensure that they are using the Learning Power and School Rule vocabulary in their description of the reasons for the badge being awarded
- The Learning Power 'smiles' record sheet should be shared with parents during parent consultations
- Children should receive at least one Learning Power badge per academic year

### Learning Power Badges

1 <sup>st</sup>	Green
2 <sup>nd</sup>	Red
3 <sup>rd</sup>	Yellow
4 <sup>th</sup>	Blue
5 <sup>th</sup>	Orange
6 <sup>th</sup>	Purple
7 <sup>th</sup>	Black
8 <sup>th</sup>	Gold
9 <sup>th</sup>	Medal
10 <sup>th</sup>	Trophy

### Appendix Three





### Brookside Smile Record Sheet



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date started \_\_\_\_\_ Badge: \_\_\_\_\_

You need to earn 20 smiles to get your next badge with a minimum of two smiles per learning power.

 <p><b>Cooperation</b> <i>Learning for Life</i></p>	 <p><b>Resilience</b> <i>Learning for Life</i></p>	 <p><b>Concentration</b> <i>Learning for Life</i></p>
 <p><b>Curiosity</b> <i>Learning for Life</i></p>	 <p><b>Imagination</b> <i>Learning for Life</i></p>	 <p><b>Reflection</b> <i>Learning for Life</i></p>

The final smile was awarded for demonstrating \_\_\_\_\_



### Appendix Four







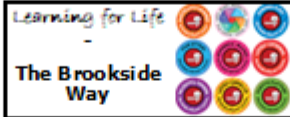
# Brookside Primary School

## Positive Relationships



### Rules

We are:  
**Ready**  
**Respectful**  
**Safe**



### Adult Behaviour

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up
6. Recognise above and beyond

### Over and Above

- Praise
- Smiles
- Postcard home
- Stickers
- Phone call home
- 'We Can' recognition board
- Celebration Assembly
- Celebration by adults in school

### Learning Mentor Support

Children who need additional support in developing their social, emotional and mental health should be referred to the Learning Mentors for additional support with emotional regulation and understanding emotions. This support may be offered by the Learning Mentor, Home School Link Worker or class based staff. This will take the form of support through various interventions and Zones of Regulation and including a space for reflection.

### Inclusion

Children with SEND should be additionally supported to ensure that they can make progress with the behaviour in and out of school (through APDR and an SEN profile). Use of intervention to support pupils to regulate their emotions because of identified sensory overload as part of a planned response (possible use of Rainforest Room)

## Learning for Life

### Actions and Consequences

1. Visual Cue
2. Positive praise to remind others
3. Tactical ignoring or description of reality (a calm statement of what is happening)
4. Simple direction
5. Verbal reminder - A reminder will be given about the rules and learning powers (see micro script)
6. Question and Feedback

#### Actions below must be recorded on Integris

7. Verbal caution (choice and consequence) - A verbal warning and consequence will be given
8. Short time out - Moved in class / have time out in another area (maximum five minutes)
9. Resetting of expectations
10. Internal removal (a serious sanction) - discussion with SLT member

Consequences must be followed up by the adult who spoke to the child first  
Restorative Conversation and Consequence - Repair -

These need to occur with all adults involved in the incident who also ensure consequences are followed through that day or early the next day (the child needs to be calm)

Behaviour will be discussed with the adult and consideration given as to how best to repair the problem/charge the behaviour. Eg, complete missed work during own time, apologise to those that have been affected, decide what needs to stop / start being done.

When children return to class welcome them back - restorative conversations can take place later

Referral to the Learning Mentors must be completed for all children who have an internal removal so support on emotions and teaching of how to behave can be put in place and possible support for parent/carers from the HSLW

### Restorative Questions—Repair

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in future?

### Micro Script

- I have noticed that...
- You know the school rules- ready, respectful, safe
- You know the learning powers....
- I noticed you chose to...
- Do you remember when...
- I need you to demonstrate....
- I will speak to you about your choices later...
- I need you to....



# Brookside Primary School

## Positive Relationships

All children and staff must be:

### Ready

*We are ready to learn*  
We are ready for *Learning for Life*

### Respectful

*We are kind to everyone and look after the world around us*  
We are kind and respectful to everyone and look after our school and natural environment

### Safe

*We look after ourselves and each other.*  
We look after ourselves and each other in and outside school and online

**These rules underpin the Learning Powers (values) of:**

### Concentration

*We work hard stay focussed on our learning*  
We focus on our *Learning for Life* to achieve the best possible outcomes.

### Resilience

*We never give up when things get difficult*  
We use a positive approach when things are challenging. We never give up!

### Cooperation

*We work well together with our friends*  
We work together to achieve the same goal and develop friendships

### Curiosity

*We ask questions about our learning and the world around us*  
We are enthusiastic about exploring the world around us and asking questions about our learning and the world around us

### Imagination

*We use our imagination to be creative*  
We use our imagination to be creative in new and exciting ways

### Reflection

*We think about what we have done and how we can get better*  
We evaluate our learning and behaviour in order to determine the next steps we need to take in our *Learning for Life*

All staff will:

- Meet and greet children and each other at the door and 'check in' with children daily
- Refer to school rules and the behaviour learning powers in their conversations with pupils being 'PACEful'
- Model the importance of *Learning for Life* and good manners as citizens of the United Kingdom
- Encourage children to demonstrate all of the behaviours and therefore earn all of the stickers in '*Learning for Life* - The Brookside Way'.
- Model positive behaviours and build relationships with the whole school community
- Respond to all situations calmly, even when children are being disrespectful
- Give 'take up time' when going through behaviour steps and ignore secondary behaviours unless they are causing danger
- Ensure children are wearing their pinnis and correct uniform to show they are ready to learn
- Use visible positive recognitions in classrooms
- **Follow up every time, using restorative conversations**
- Be responsible for any behaviour they see which does not meet the high expectations the school has (never ignore or walk past poor behaviour)
- Have clear, structured routines in the classroom, assemblies and around school
- Consider when additional support through the Learning Mentors or Home School Link Worker will support their work in the classroom
- Complete postcards home for positive behaviours (pass to school office)
- Complete the behaviour form on Intgris for negative behaviours
- Provide support to the teacher leading assembly by reminding pupils of the high expectations which the school has-- this is particularly important when entering and leaving the assembly hall
- Encourage children to recognise that they can and should make good choices
- Promote self-esteem and self-discipline
- Model being a good citizen of the UK through caring for the school environment through picking up litter and repairing things which are not smart or broken
- Remember that Brookside School is a safe place for all pupils



## Appendix Five

Training materials for staff to understand types of misbehaviour and appropriate actions;

**Training Material provided to staff alongside the flow chart of behaviour management strategies outlined in the main body of the Positive Relationship (Behaviour) Policy.**

**All staff must follow the flow chart of behaviour management strategies and then consider appropriate sanctions if required.**

### Level one behaviours:

- Off task for short periods
- Not following adult instruction (singular)
- Disturbing / distracting others (singular)
- Shouting out in class (singular)
- Wasting time in lessons (singular)
- Lack of work produced (singular)
- Being unkind to others (name calling, leaving people out, ruining other games – etc).
- Not moving around school in a sensible or safe way
- Playing inappropriate games

### Next steps:

- Verbal reminder given with take up time allowed
  - Visual cue
  - Positive praise to remind others
  - Tactical ignoring
  - Description of reality
  - Simple direction
  - Verbal rule reminder
  - Question and feedback
  - Verbal caution (choice and consequences)
- A second and final reminder may be given
- Action by adult dealing with that behaviour
- This is part of quality first teaching and therefore does not need recording.
- Restorative/reflective conversation to take place at next break or lunchtime between the adult and the child

### Level two behaviours:

- Repeated level one behaviours
- Answering back to staff
- Persistent or disruptive behaviour in lesson
- Telling malicious lies
- Intentionally damaging school equipment

### Next steps:

- Short time out of the classroom in another class or with an adult in a resource area for five minutes



- Restorative/reflective conversation to lead to reintegration by adult dealing with that behaviour including resetting of expectations
- This is not the same as a proactive removal of an SEND child to support them with their behaviour and this should always be pre-empted by an adult before misbehaviour is allowed to occur
- Actioned by adult dealing with that behaviour
- Recorded on Arbor by class teacher

### Level three behaviours:

- Not managing behaviours in the classroom having gone through level one and level two before
- Swearing at children or staff (words and actions)
- Being physically aggressive or violent towards any person whether provoked or not (punching, kicking, hitting, biting, stamping, spitting, pinching, slapping, wrestling)
- Verbal or physical threats to any person
- Harassment or bullying of any type
- Continually refusing to follow instructions
- Persistent or extreme defiance
- Deliberate damage to school property or another person's property

### Next Steps:

- Internal removal - child to be taken to another Key Stage classroom
  - KS1 to EYFS
  - LKS2 to KS1
  - UKS2 to LKS2
- Child to return to classroom for next lesson if calm
- Action by adult dealing with behaviour
- Restorative/reflective conversation to lead to reintegration by adult dealing with that behaviour
- Recorded on Arbor
- Shared face to face or telephone call to parent/carer on the same day.

### Level four behaviours:

Level three classroom disruption throughout despite additional support

### Next Steps

- Child to be taken to HT/DHT for discussion about behaviour
- Senior leader to speak to parents
- Action by adult dealing with the behaviour followed by HT/DHT
- Restorative/reflective conversation to lead to reintegration by adult dealing with that behaviour alongside senior leader
- Recorded on Arbor
- Shared face to face or telephone call to parent/carer on the same day.

### Below are some examples of Good 'Ready to Learn' Behaviours:

- Looking at the person who is talking
- Listening to what others say
- Following instructions at the first time of asking
- Sharing and being polite to others
- Concentrating on work



- Looking after school equipment and other people's belongings
- Keeping the classroom tidy
- Displaying good manners
- Ignoring the distractions of others (where possible)
- Accepting learning challenges
- Completing work to the best of your ability
- Demonstrating any of the Learning for Life – The Brookside Way behaviours throughout the school day

