



Relationship and Behaviour Policy

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Bradway Primary School Relationship and Behaviour Policy

Statement of intent

At Bradway Primary School our aim is for all children to achieve their full potential both academically and socially. Being a member of a truly inclusive community supports these aims as we celebrate diversity and build relationships within and across our school. We hope that every pupil will grow up to be a confident individual who is well-equipped with the skills they need to be successful, underpinned by our three rules of being Ready, being Respectful and being Safe. (Appendix. 1)

Relationship policy (ethos) – inspired by the book ‘When the adults change, everything changes’ by Paul Dix

‘the culture is set by the way the adults behave.’ Paul Dix 2017.

At the heart of what we do is a recognition of the importance of **consistency** and **relationships**. It is through consistency that individuals feel secure and confident in the interactions and experiences they will receive from those around them. This consistency builds trust and deepens relationships, between colleagues, with parents and with pupils. As a result, we are better-placed to support the children and families we work with.

It is our belief that children come to school wanting to behave appropriately and to learn. For children to feel safe, happy, successful and ultimately become responsible citizens they need to be able to develop an understanding and awareness of their own emotions and behaviours and we believe that this can be delivered through a supportive and nurturing approach in school. This in turn supports them in becoming a positive part of our school and wider community. For children to feel safe, their educational environment needs to be both high in nurture and structure. Staff at Bradway Primary School maintain clear boundaries and expectations around behaviour from the very first day of school and they expect the very best from every child.

Consistency and strong relationships are key to this and crucial within the classroom. This ensures children are appropriately supported and their needs are met and provides a trusting environment in which risks can be taken and social and behavioural issues can be unpicked. It is through the caring consistency that adults bring, predictable routines, expectations and responses to behaviour that will support our children in striving to be the best versions of themselves.

It is for these reasons, we have implemented a relationship-focused policy rather than a traditional behaviour policy, because we believe that children thrive when they feel a sense of belonging. At Bradway Primary, we put relationships first. Our school ethos promotes strong relationships between staff (including governors and volunteers), children and their parents and carers. We work hard to build a positive school culture that fosters connection, inclusion, respect and value for all members of our school community. When these positive relationships are in place, children feel safe, valued and listened to. Pupils know they can speak to any member of staff and the staff member of their choice.

It is our belief that our greatest energy should be used when praising children publicly, and that any consequences are private between adult and child and not an opportunity to create shame in front of children’s peers. Relationships are crucial here and knowing the child. Some children are comfortable with a quiet word in the class, whereas others prefer to be spoken to outside of the classroom. Additionally, some children need bespoke aspects that support their Social, Emotional and Mental health and develop their understanding of action and consequence, this may be in the form of a positive support plan. At Bradway Primary we favour a whole-school approach to positive

recognition and rewards. Positive behaviours, effort, citizenship and attitudes are recognised and rewarded in a non-materialistic way.

When poor behaviour does need to be addressed, staff are curious not furious as to why this has happened. What has happened beforehand? How was the child feeling? Who has been affected? Staff focus on the primary behaviour, rather than any secondary behaviours that may be present. 30-second scripted conversations may be used to ensure conversations remain focused, removing the opportunity for negotiation to creep in. This provides a safe and consistent approach to correcting behaviour, whilst ensuring the relationship remains intact. (Appendix 2)

When behaviour affects other people or is repetitive despite reminders, restorative conversations rather than punitive sanctions support children in reflecting upon their behaviour, considering its impact on others and restoring any damaged relationships. At times it is necessary for restorative conversations or periods of reflection to take place in a child's own time – this is dependent upon a child's age and ability to reflect. These restorative conversations are re-visited with check ins and gentle reminders and follow ups so that children recognise we care and are keen to support them.

Natural consequences are used where possible. For example, if the pupil has made a mess then they will be asked to help clean this up. If work is not finished and this is a consequence of poor behaviour, the pupil will complete the work at another time.

We understand that all children make mistakes and that this can be for many reasons. Children need support when mistakes are made so that every mistake can be a learning opportunity. Please see appendix 4 and 5 for examples. Communication is key to this and if, following restorative conversations there are still repeated incidents staff would remain curious and involve colleagues in unpicking further what might be affecting the child. This would involve talking to parents so that we can work together as a team.

Our core beliefs

- Behaviour is a form of communication: staff at Bradway Primary School are 'curious and not furious'
- Behaviour can change and every child can be successful
- Positive targeted praise is more likely to change behaviour than blaming, shaming and punishing
- Reinforcing good behaviour helps children to feel good about themselves
- An effective reward system and the celebration of success help 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

Purpose of the Policy

- Ensure we uphold a culture where excellent relationships guide behaviour expectations for all members of our school community
- Promote community cohesion through improved relationships
- Build a community which values kindness, care, resilience, self-discipline and empathy for others
- Ensure all members of our school community are treated fairly and shown respect
- Help empower learners to take control over their behaviour and be responsible for the consequences of it. We may support our children with this by using evidence-based

interventions. This is through 'doing with' the child rather than 'doing to' the child so that they feel that they are listened to and their voice is heard.

- Enable children to recognise, understand and respond to a range of feelings – Bradway uses Zones of Regulation to support with this.
- Teach and encourage appropriate behaviour through positive interventions
- Ensure a consistent and calm approach is used to manage behaviour, underpinned by appropriate and consistent language
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents
- Provide simple, practical and embedded procedures that are understood and followed by all
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits

Principles for behaviour management:

At Bradway Primary School, we follow Paul Dix's 5 pillars of behaviour management which are a set of principles that aim to create a positive school culture and improve pupil behaviour. These pillars are essential for effective behaviour management and are based on the belief that consistent, calm adult behaviour can influence pupil behaviour positively (Appendix 0).

Curriculum & Assemblies:

At Bradway Primary, our assemblies, Personal Development (PD) curriculum, Zones of Regulation and circle time play an important role in helping pupils develop emotional awareness, empathy, tolerance, and positive relationship skills. Through structured teaching and discussion, pupils are supported to understand their emotions, regulate feelings, manage challenges, and respond thoughtfully to others so they can make positive choices, be the best versions of themselves, and achieve their full potential.

Assemblies regularly promote themes such as kindness, respect, inclusion, and mutual support, providing opportunities for reflection and shared understanding across the school community. Pupils are encouraged to recognise and celebrate difference, develop empathy, and contribute to a culture where everyone feels they belong, are valued and understood.

Pupil voice is central to the Bradway approach. Children are given meaningful opportunities to share their views and take on leadership roles, including Healthy Mind Champions, Sports Leaders, P4C Protagonists, and School Council representatives. These roles support pupils in modelling positive behaviours, encouraging peer support, and promoting emotional wellbeing throughout the school.

Through this proactive and inclusive approach, Bradway Primary aims to equip pupils with the understanding and skills needed to regulate emotions, build positive relationships, make responsible choices, and contribute to a safe and respectful school environment where every child can thrive.

Parents / Carers:

We believe that parents and carers are the best advocates for their children, and we are dedicated to collaborating with them to identify the most effective ways to support everyone in our school community. This maybe through a phone call home or a meeting which is an opportunity for us to work together. By sharing what we're seeing at school and hearing your insights from home, we can build a clearer picture of what's going on and agree on the best ways to support them. We may also

communicate with parents via Class Do-Jo or less informally e.g. on the gate / classroom door for a quick update.

Managing behaviour

Alongside being curious about pupils' behaviours, staff may in the moment use preventative strategies, including distraction, these should always be used in the first instance when potentially challenging behaviours are beginning to occur (Appendix 5). Where this is not effective, behaviours should be managed through a variety of verbal and non-verbal strategies by the supervising adult, such as the use of a scripted conversation (Appendix 2).

At times, it may be necessary for a child to be removed from class (or another area), either due to persistent poor behaviour, or the severity of their behaviour. In these situations, it is acknowledged that in that moment the child is struggling and needs support.

Persistent poor behaviour

Repeated poor behaviour results in parents being notified either in person or by phone and a record of this conversation would be recorded on CPOMS (Child Protection Online Monitoring System). Where necessary, it may be helpful to schedule a face-to-face meeting in which the child's behaviour can be discussed in more detail. This would allow an opportunity to talk through any underlying reasons or patterns between home and school and potentially highlight any unmet needs. Within this meeting consequences may also be discussed.

Within this meeting reasonable adjustments may be agreed and put in place e.g change to seating , regular home school communication, reward chart, report card etc. If following further meetings / discussions these are deemed to be ineffective in addressing the issue then there may be a need for the teacher, in conjunction with SLT, SENDCO and parents/carers, to devise a personal support plan for the child.

Serious Behaviour Incidents (Choices and consequences ladder appendix 4)

If a child's behaviour is preventing teachers from teaching, children from learning or is considered extreme in nature (see choices and consequences ladder appendix 4), then a Purple Card may be used to call for support from a colleague, such as a member of SLT. These incidences will be recorded on CPOMS and the class teacher or a member of SLT will communicate with the parent/carer either in person or by telephone.

Where a child is unable to comply with an instruction to leave a room, positive handling may be used with younger children but should be avoided wherever possible. See Positive Handling policy for more information. In extreme cases, it may be necessary to evacuate a classroom to ensure the safety and wellbeing of other pupils and members of staff.

Incomplete work

Work which has not been completed to a satisfactory standard due to poor choices and or emotional dysregulation, will be completed at a later time when the pupil is better able to engage. If such a time cannot be agreed upon during the school day, then it may be appropriate for this to be completed in school at break / lunchtime or sent home to be completed.

Staff induction, training and support

Staff receive regular training on behaviour management, and we offer staff access to support on how they can improve their practice if necessary. All cover staff are given 'Our school on a page' which is a document that outlines the expectations and rules of the school, so all adults are consistent, even if they are not directly employed at the school. (Appendix 6).

SEND Pupils

When a child is on the Special Educational Needs register for Social Emotional Mental Health needs (SEMH) or has SEMH needs linked to other areas of need, the procedures for dealing with that child may differ from others. The alternative procedure will be formed in agreement with the child, their parents / carers and relevant school staff. These will be outlined in their EHCP, extended support plan or one page profile and in some circumstances a personal support plan will be created by the teacher, in collaboration with the child, parents / carers and any other trusted adults in school supporting the child.

Positive handling

Members of staff may be required to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. It will only ever be applied using the minimum amount of force and for the minimum amount of time and in a way that maintains the safety and dignity of all concerned. Incidents of positive handling will never be a form of punishment and will always be the very last resort, recorded on CPOMS and reported to parents. Staff should never carry out positive handling alone, unless a child is in immediate danger and no other option exists.

Fixed Term and Permanent Suspensions

Suspension is used at Bradway Primary only in response to serious breaches of the school's Relationship and Behaviour Policy and is considered a last resort. The school is committed to supporting pupils to make positive behaviour choices and will seek to use preventative and restorative approaches wherever possible.

Suspension may be considered in the following circumstances:

1. In response to a serious one-off incident

Where a pupil's behaviour on a specific occasion is considered to be significantly unsafe or harmful, suspension may be necessary to safeguard the pupil concerned and the wider school community. Examples may include violent behaviour, physical or verbal abuse towards staff or pupils, or deliberate damage to property.

2. In response to ongoing or repeated breaches of the school's rules, values, and expectations

Where a pattern of behaviour persists despite supportive interventions and threatens to disrupt the calm, safe, and purposeful environment needed for effective teaching and learning, suspension may be used. In such cases, suspension should not come as a surprise to the pupil or their parents or carers, as concerns will have been shared over time and addressed through ongoing communication and partnership between home and school.

Following any suspension, a reintegration meeting will take place with the pupil and their parents or carers. This meeting provides an opportunity to repair relationships, reflect on what has happened, and plan supportive next steps to help the pupil successfully return to school and move forward positively.

Permanent Suspension

Permanent suspension is considered an absolute last resort at Bradway Primary. The school is committed to working proactively with pupils and families to support positive behaviour and will always seek to implement a range of supportive strategies and interventions before considering permanent suspension.

However, in exceptional circumstances, the Headteacher may determine that permanent suspension is necessary. This may be in response to a serious one-off incident or where there are ongoing and significant concerns about a pupil's behaviour that have not improved despite sustained support and intervention, and where the safety, wellbeing, or learning of others may be at risk.

In all cases, decisions regarding permanent suspension will be made with careful consideration, ensuring they are lawful, reasonable, and proportionate, and in line with statutory guidance.

Key individuals and spaces

Key individuals	
Mrs Wales (SENDCO)	Supports behaviour in relation to SEND and is the Senior Mental Health Lead
Mrs Owens	'Trauma Informed Practitioner' and supports the mental health and wellbeing of children in school
Richard Massey	Mental Health Support Worker (Healthy Minds)
Fiona Brown (Mon & Tues PM)	Offers support to vulnerable children and their families.
Staff Wellbeing team	Supports Mental Health and wellbeing in school
SEN support staff	Act as emotionally available adults, teaching emotional literacy and promoting emotional regulation in conjunction with 'The Zones of Regulation'
Mental Health Champions (KS2)	Offer peer support for mental health and wellbeing
P4C Protagonists	Provide a platform for children to discuss and explore life in the safety of their class whilst learning to empathetically listen and respond to each other.
OPAL Play Leaders / Sports Leaders	Support all children, including our most vulnerable, at lunchtimes. They model positive dining habits, actively listen to playtime worries, encourage turn talking and fair play and assist in the classroom during wet play.
School councillors	Promote pupil voice
All staff	All staff have received trauma informed training / Paul Dix relational practice

Key spaces	
The Hub	Provides a safe space during lunch times for any children wanting a quieter environment or who are struggling to self-regulate.
The Bus	Provides supervised play for children with SEND in a less busy environment.
SENDCO office & hub	Provides a quieter space for some children who may struggle to eat their dinner in the hall.
The Nurture Room	Provides a space for sensory regulation.
The Nurture Garden	Provides a space for physical regulation.

Links with other policies

1. SEND Policy
2. Anti-Bullying Policy
3. Personal Development Policy / RSHE Policy
4. Positive Handling Policy

References

- *Trauma and Mental Health Informed Schools and Communities Delegate Programme Handbook (TISUK, 2019)*
- *Creating Loving Attachments: Parenting with PACE to Nurture Confidence and Security in the Troubled Child (Daniel Hughes, 2015)*
- *SAPERE P4C*
- *Zones of regulation*
- *When the adults change, everything changes by Paul Dix*

Appendix 0. The 5 pillars of practice for behaviour management -

These pillars are designed to work **together** to create a **relational and restorative culture**, where expectations are high, but support is equally strong

1 - Consistent calm adult behaviour
<ul style="list-style-type: none"> • Consistent respect demonstrated for all, even in the face of high emotions • Consistent positive reinforcement • Understanding of amygdala responses and body language (step back and lower your tone) • Avoid all power plays and demonstrate care, understanding and empathy • Master the poker face, be un-shockable, hide your anxiety and understand their fear • Adults taking care of their own emotional wellbeing to ensure they are emotionally available to the children (especially vulnerable children)
2 - First attend to best conduct with rewards and recognition
<ul style="list-style-type: none"> • Positive phrasing and encouragement, such as ‘thank you for listening’ to get the attention of someone who is not • Notice the unnoticed, quiet and ever-ready children • Praise pupils who go the extra mile and whose attitude to learning is exemplary • Triangulate the ‘botheredness’ by sharing the praise with peers, parents and other adults in school who the children trust • Demonstrate non-materialistic recognition by adding names to the ‘recognition board’ for those children who follow an identified class target • Teacher stickers may be given for effort, attainment and attitude to learning or for children who demonstrate caring, kind, inclusive behaviours within our community • Headteacher stickers are given for the children who have accomplished something exceptional. This could be academic, linked to effort or in recognition of a particular behaviour. A message will always be sent home if a child is awarded a Headteacher’s Sticker. • Friday reward assemblies celebrate attitudes, effort and achievement through a variety of certificates. Photos and messages are sent home to jointly share the celebrations and achievements of the children • Each class has a Gold Card, which is used to celebrate collective achievements. Celebrations can be led by a member of the Senior Leadership Team (SLT).
3 - Relentless routines, expectations and consistency
<ul style="list-style-type: none"> • All adults model, uphold and reinforce the school rules: Ready, Respectful, Safe (appendix 1) • Meet and greet at the door first thing in the morning • Model and reinforce positive behaviours and build positive relationships

- Consistently reinforce rituals and routines for behaviour around all areas of the site (classrooms, playgrounds, dining hall, library, cloakrooms, corridors, reception areas and when wearing school uniform off-site)
- Consistent use of verbal and non-verbal communication of the agreed rules
- To follow the 5-step classroom management plan (appendix 2)

4 - Follow up repair and restore with restorative conversations

Following incidents of poor behaviour, it is imperative that the adult who initially dealt with the behaviour should conduct a restorative conversation with the child. This will help to ensure that the relationship between the adult and the child remains positive but also teaches the child to evaluate and reflect on their behaviour.

Restorative conversations should not be handed over to other colleagues, such as members of SLT. Instead, if required, colleagues should enable restorative conversations to take place or should stand alongside the colleague who dealt with the original behaviour.

(Appendix 3. Sentence stems for restorative conversations)

5 - Scripting difficult interventions

Some children may try and draw adults into a negotiation about behaviour or may escalate to secondary behaviours when challenged.

In anticipation of this, scripted interventions may be used to provide a structured approach to ensure clarity, consistency and effectiveness in communication. By scripting these interventions, we provide a framework that helps practitioners navigate challenging situations with confidence and precision. It allows for careful consideration of the language and tone needed to address sensitive issues, reducing the likelihood of miscommunication and promoting a more professional and empathetic response. Additionally, scripting helps individuals manage emotions and maintain control over the conversation, ensuring that the intervention is productive and respectful for all parties involved. **(Appendix 2)**

Appendix 1. School Rules - **READY RESPECTFUL SAFE**

 <p>co-operating.</p> <p>right equipment.</p> <p>on task.</p> <p>good sitting.</p> <p>toilet at break time.</p> <p>Ready</p> <p>quiet.</p> <p>put things away.</p> <p>good listening.</p> <p>right place, right time.</p>	<p>What it means to be READY:</p> <ul style="list-style-type: none"> • Ready to listen • Ready to follow instructions • Ready to help • Ready to start work • Ready to move onto a new activity • Ready to learn
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<p>Respectful</p>	<p>What it means to be RESPECTFUL:</p> <ul style="list-style-type: none"> • Respectful words • Respectful actions • Respectful to property • Respectful to rules • Respectful to opinions, efforts and ideas • Respectful to our differences • Respectful to the needs of others
<p>Safe</p>	<p>What it means to be SAFE:</p> <ul style="list-style-type: none"> • Safe hands and feet • Safe sitting – facing forward and feet on floor • Safe working • Safe playing • Safe choices • Safe spaces • Safe hygiene • Safe movement around the site

Appendix 2 step classroom management plans

1. Non-verbal gesture as a reminder to expectations
2. 30 second scripted intervention (see below)
3. Discreetly issued caution
4. Short time out
5. Restorative repair

Label emotion:	I notice you are _____
Link to expectations:	This breaks our school rule of _____
Reference positives :	Do you remember yesterday/ earlier / last week when you _____
a)	End with expectation: This is what we would like to see you do today. Thank you for listening. (Give take up time and avoid responding to secondary behaviours)
	or
b)	End with sanction: Since you are continuing to (label it) _____

Appendix 3. Sentence stems for restorative conversations

1) What happened?
It's important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It's equally important to give your account from your perspective without judgment.
2) What were you thinking / feeling at the time?
This reflection helps the pupil to reconsider their actions and replay their thought processes and how they were feeling at the time.
3) What have you thought since?

Many doors are opened through this question that might allow the pupil to develop a change of attitude, a shift in explanation, or even the possibility of an apology.

4) How did this make people feel?

The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis, this might not seem significant, but in the aftermath, it's important to shine a light on it. We want to make sure that the child has the opportunity to consider the impact of their behaviour on others.

5) Who has been affected?

The more you ask this question, the easier it becomes for the student to answer it. You are teaching them to use their conscience.

6) How have they been affected?

Teachers spend a great deal of time showing children how their behaviour affects others. They are deliberately encouraging the child to have empathy with other people.

7) What should we do to put things right?

For many adults, this is the moment to sit back and wait for an apology to be offered...it's important that an apology is not demanded. There may be other ways to put things right. Even if an apology is the obvious correct step from the adult's perspective, resist the urge to guide the conversation that way.

8) How can we all do things differently in the future and learn from this?

A little bit of forward thinking or visualisation is not a bad thing. It is likely that the child will meet similar situations and frustrations in the coming days. Some prior planning will help them recognise when their behaviour pattern begins. Staff may also recognise in this time how they may respond differently with this child.

Appendix 4 – Choices and Consequences Ladder

Whilst the school's approach to managing behaviour is relationships based, it is important to provide clarity to staff on the severity and appropriate handling of different behaviours to ensure absolute consistency. The following provides a guide to support staff in managing behaviour but it should never be used as a checklist or visible record. This is guidance and is intended to support teachers and can be adapted at their discretion.

Stage	Behaviour	Appropriate responses	Comments
1 –	Shouting out Getting out of seat Moving around the classroom Running in school Interrupting others Silly noises Pushing in the line Talking during silent work times Minor playground incidents Eating sweets in school Unacceptable work Accidental damage Carelessness Cheeky comments Minor challenge to authority Minor non-directed bad language Repeatedly annoying others In school at break (unauthorised) Play conflicts Entering school without permission	Ask yourself why? Ask the child why? Eye contact Reminders Non-verbal cues Verbal reprimand (private) Change of seating Use of behaviour system (warning) 5-minute cooling off period Tactically ignore In classroom timeout Write a letter to apologise Agreed time to finish uncompleted work Repair conversations Repair / tidy up of damage / mess	Not recorded No other staff involved Staff on duty deal /discuss playground issues Reflection time in own classroom. 3 repetitions within a small timeframe – move to stage 2
2 –	Repeated stage 1 behaviour Refusal to work Deliberate disruption Spitting Throwing small objects Careless damage Harming with intent	Restorative conversations at break or lunchtime Agreed time to complete work (break, lunchtime or home) Contact parents - to inform / unpick Time out – out of class (next door) Home school communication	Reflection time / time out in own classroom or, if necessary, reflection time in partner class. Conversations with class teachers Repeated incidents within a short time frame to be reported to SLT for guidance. Incidents on CPOMS

	<p>Damage to school property Damage to peer property Leaving class without permission Repeated refusal to do set tasks Rudeness to adults Bullying (inc cyber) Serious playground incidents Targeted verbal or physical harm</p>		<p>Discussion at fortnightly safeguarding meeting – Mr Thomas, Mrs Wales, Mrs Rehman</p>
3 –	<p>Repeated stage 2 behaviours Offensive name calling Directed swearing at peers Directed swearing at adults Repeatedly leaving classroom Fighting in school Fighting at playtime Playground incidents (intended harm) Throwing large, dangerous objects Serious challenge to authority Verbal abuse to peer Verbal abuse to adults Vandalism Graffiti Stealing Persistent serious bullying Racist or homophobic incidents Malicious use of technology Extreme violence Physical abuse to staff Running out of school</p>	<p>Formal contact with parents Possible recompense for damages Personal Support Plan SLT check ins Denied use of technology Lunchtime supervision Withdrawal from whole school events Exclusions / suspensions</p>	<p>Immediate SLT involvement CPOMS Parents contacted SEND Assessments Outside agency referral e.g Family Intervention Service (FIS), Attendance & Inclusion, Educational Psychologist, Multi Agency Panel meetings, etc Personal Support Plan Reflection with SLT and parents informed</p>

Appendix 5 - Positive redirection tactics

It is important when a child is struggling to use the VAN technique – validate, acknowledge and normalise the emotions they may be experiencing – this can help the child to feel recognised and understood.

Alongside the VAN technique, preventative strategies, including distraction, should always be used in the first instance when potentially challenging behaviours are beginning to occur. The following positive redirection tactics can be used, from least to most intrusive:

- Tactical ignoring – for short period of time
- Tactical pausing – pause, emphasis attention and focus
- Non-verbal cue – a clear cue that gives a message
- Name reminder – integrate name into teacher talk
- Proximity praise – praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour
- Behavioural direction – use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thank you, keep direction brief
- Rule reminder – could ask the question ‘what is our rule for...’ keep focus on the desired outcome whilst allowing pupil to see the next steps
- Partial agreement – partially agree then redirect. Keep focus on required behaviour. Do not get into discussions. I understand that you feel/think.... But I would like you to...
- Direct instruction - I would like you to.... The rule is....
- Assertive comment – direction / command followed by thank you

Appendix 6 – Our school on a page

This follows on the next page.



Welcome to BRADWAY Primary School

We are proud to promote 'relationships' at the heart of all we do.

'A relational approach provides an emotionally safe way to support behaviour and development, rather than a system to manage it.'

'Behaviour tells us something about the needs and regulatory systems of an individual, rather than viewing behaviour as choice or intention.'

READY, RESPECTFUL and SAFE



Are our
school
and we
that



3
rules
find
ALL



instructions fit under the 3 rule headings e.g.



right place, right time.



one voice at a time.



give each other space.

BEHAVIOUR

	
We notice and reward the ' ever-ready ' children and give stickers for positive behaviour	We take the fame out of poor choices and ignore them where possible
We write names on our recognition boards to highlight and reward children making the right choices	We don't display names publicly for poor behaviour
We respond to poor behaviour with deliberate calm	We don't shame or shout at children
We correct all poor behaviour in private	We don't give detentions
We may ask children to join us for a restorative conversation at break time	We don't deliver group sanctions , such as keeping whole classes in at break time

*We recognise that some children need extra support, and adjustments are made via a **personal support plan** for these children

Consistent Response:

Label emotion:	I notice you are _____
Link to expectations:	This breaks our school rule of _____
Reference positives :	Do you remember yesterday/ earlier / last week when you _____
a)	End with expectation: This is what we would like to see you do today. Thank you for listening. (Give take up time and avoid responding to secondary behaviours)
	or
b)	End with sanction: Since you are continuing to (label it) _____

RESTORATIVE CONVERSATIONS

When things don't go to plan, at Bradway, we have restorative conversations.

Restorative conversations aim to help children recognise their behaviour, understand its impact on others, and take steps to ensure appropriate conduct in the future. These conversations foster responsibility, empathy and positive relationships within the school community.

“... be curious, not furious!”

Relational Questions –

Help me understand what happened?

What were you thinking / feeling at the time?

What do you think now?

How did that make you feel?

Who has been affected by what has happened?

What has been the hardest thing for you?

I'd like to explain why that is a concern for me.

What needs to happen to make things right?

GOLD & PURPLE CARDS



Each classroom has a ...

Gold card for when you'd like to celebrate the class with SLT

and a ...

Purple card for when you'd like support within the

classroom

