



Brize Norton Primary School **Behaviour and Relationship Policy**

We **SHINE** for ourselves and each other with
kindness

Striving, Helping, Inspiring, Nurturing, Excelling

Policy adopted by Governors on:	Date for Review:	Signed by Chair of Governors:
September 2024	September 2025	A. Doran

Policy Statement

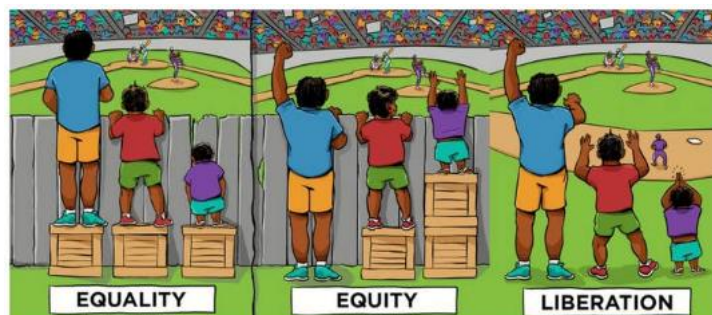
At Brize Norton Primary School we believe in the power of connection and building strong relationships with every member of the school's community. Children need to feel valued, safe, heard and a strong sense of belonging. For most children, this can be achieved by just the simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing.

Strong relationships between staff and pupils is essential and these relationships are founded on fairness and consistency with children, whilst also considering individual needs, and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline (not punish) and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change. We aim to teach self-discipline not blind compliance. It echoes our school motto of We SHINE for ourselves and each other with kindness. SHINE: Striving, Helping, Inspiring, Nurturing and Excelling.

The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It also recognises that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

“Schools that believe children should get what they deserve respond to poor behaviour differently to schools that believe children should get what they need”

Paul Dix, 'When the adults change, everything changes' (2017)



Being fair is not about everyone getting the same (equality), but about everyone getting what they need (equity). Our aim is to remove barriers (liberation).

Aim of the policy

- To shape behaviours and experiences through relationships that are rewarding and regulating.
- To create a culture of exceptionally good behaviour: for learning, for the community,

for life.

- To help learners take control and ownership for their behaviour choice and the consequences thereafter.

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promotes self-esteem and self-discipline.
- To provide guidance on reflection and natural consequences to behaviour choices made.

Our Three Rules

'When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hardwork: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive when confronted with challenging behaviour.'

Paul Dix, Pivotal Education

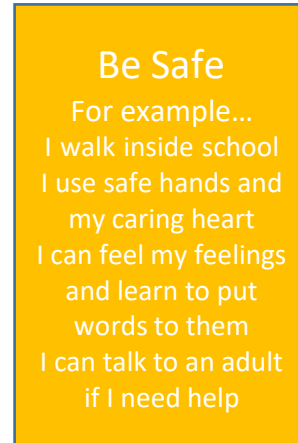
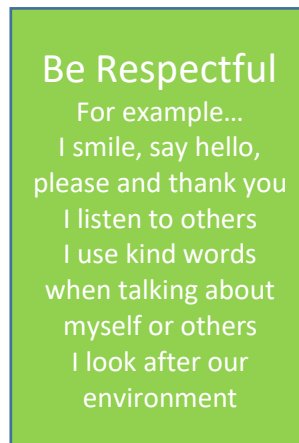
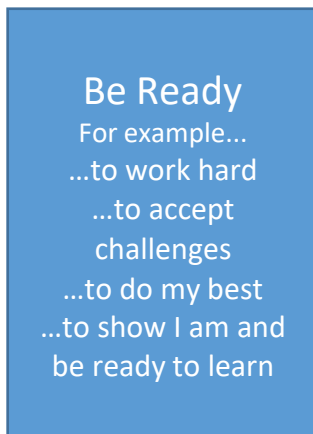
We understand that behaviour is a communication and it is the adults' job to translate and understand the message the behaviour tells us. Often behaviour is telling us about an experience, an unmet need, a feeling or the child seeking to be connected and attached to a kind and safe adult.

We are very clear to separate the behaviour from the child. The child is **not** the behaviour; behaviour can change by understanding what lies beneath it and by altering the situations and circumstances which trigger it.

Our moto of SHINE (Strive, Help, Inspire, Nurture, Excel) which anchors us, is linked to the school rules, often referred to as the 3Bs.

'Be Ready, Be Respectful and Be Safe'

Everyone in our school community has a responsibility to honour, model and adhere to the rules. The actions and behaviours behind these rules are the same for adults and children.



Teaching Expected Behaviours

Here at Brize Norton, we understand that expected behaviours need to be taught and reinforced. This is done through PSHE time, assemblies and also through our daily interactions with our children. We always go back to our 3 rules. As adults we remember, 'If children struggle with maths, we as teachers provide them with support and strategies to progress and succeed.' This is also true of behaviour. Children need to be taught and supported. Zones of Regulation is taught in all classes, with children learning how to recognize how they are feeling, as well as then taught strategies in how to respond and regulate their own emotions. Some children can go on to do this independently and some children require co-regulation (the support of an adult to regulate themselves) which as adults we do.

'The Brize Way'

We also model expected behaviours. This is what 'The Brize way' looks like in practical actions and behaviours from staff:

- Investing time at the bookends of the day with a warm meet and greet and a purposeful, connect and collect time. This keeps children orientated towards adults.
- Modelling manners, reconnecting to the children and showing our delight to see them: *Thank you, please, you are welcome, hello, goodbye, holding doors open, smiling, pardon, waiting to be spoken to and not interrupting.*
- Quality time invested to ensure a calm and ordered end of the day, where relationships are 'held in mind' and we let children know that we will be thinking about them and looking forward to seeing them soon.
- Visual presence of being at the door/ playground to welcome children back into class following a separation or transition e.g. break times, lunchtimes – these are moments to connect and collect.
- Corridors and shared spaces are times to reconnect with faces! Making the most of every opportunity to shape the behaviour through relational connections so that every child understands what '**Be Ready, Be Respectful and Be Safe**' behaviour looks like in other areas of the school. (walking calmly, quiet voices, respectful of personal space.)
- Finding moments throughout the day where staff intentionally connect and see children for **who they are** not just for what they do.

- Structure and routine are powerful ways of imposing order in the environment and therefore ordered behaviour. Most importantly structure decreases the need for bossing and coercion on the part of adults, preventing needless conflict.
- Developing and maintaining relentless routines keep the school afloat and heading towards the same values and rules. These routines build safety, security and predictability for all people so we are free to do our best work. Routines are required for: movement in, out and around school, start and end of work, carpet to tables, lunchtimes and break times, tidying away, assemblies.
- Making marvellous mistakes and getting things wrong is also part of the 'Brize Way'. Mistakes are a key part of learning and building resilience. Mistakes are what we do and can be repaired and learned from, mistakes are **not who** we are. "You are a wonderful child, you just made a mistake."
- Brilliant boundaries: setting boundaries is easy, keeping them takes maintenance and practice. Boundaries are like an open fire; they need attending to otherwise they fizzle out or go wild. We think about boundaries as establishing what is ok and what is not ok.

Language around Behaviour

At Brize Norton Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful and we should remain professional and calm. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. We indicate in words and gestures that the relationship and the child matter. *We make relationships safe before we address the behaviour.* We do this through what we say and how we say it, always thinking about our body language and facial expressions. Scripted responses help build relationships, shape behaviour and orientate people to live the motto of the 'Brize Way'.

For example:

- *Stop. I notice you are (running) that is not being safe. (Walking) inside thank you (not please)*
- *I notice....*
- *I really like how you (held the door open, started your work straight away etc.)*
- *Do you remember when you..... I know you can do this.*
- *I love teaching you and our class is not our class without you in it, but that behaviour is not ok.*
- *It is ok to..... but it is not ok to.....*
- *You're a lovely child, you just made a mistake and mistakes can be repaired.*

Our vocal tone, pitch, volume and pace all need to connect with the message we are conveying with our words. Practising the 'unsaid' is just as important as the 'said'. A good phrase to remember can be that we are certain rather than severe, and we all need S.P.A.C.E (Scripted. Planned. Adult in control. Certain. Empathetic).

Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- ***Wonderful Walking*** models and promotes quiet and sensible walking around the school site and when out and about in the community or on school trips.
- ***Legendary Line-Ups*** supports orderly lining up when required. For example; at the end of playtime, going into the hall for lunch or assemblies.
- ***Hand Up (In whole school situations)*** signals the member of staff needs children to be still, quiet and ready to listen. This can include a quick two claps prior to raising an arm, particularly in a noisy or busy environment. Teaching teams have created their own 'in class' routine around attention gaining.

Recognition and Rewards

At Brize Norton Primary we know the importance in celebrating learners' successes. We focus on rewarding behaviours which go 'over and above' our standards. Although we have physical rewards, staff also recognize that a quiet word of personal praise can be as effective as larger, more public, rewards. We also recognize some children are not comfortable receiving such public praise and take this on board with our approach. We have consistent awards across the school as well as some in-class awards derived by the class's teacher.

Dojo Points - All staff can award Dojo points privately to children if they are *Caught Being Exceptional*. Parents are directly alerted to this via the App.

Positive Postcards - All Staff will engage in recognising positive behaviours by sending home a Positive Postcard noting which behaviours are being recognised. (These are available for each class, wrap-around provision and clubs, lunchtimes and school-wide).

Positive Message Home - Positive messages will be sent home either via Class Dojo or by telephone, on a regular basis by teaching staff, other support staff and members of SLT to inform parents of good behaviour.

SHINE Awards – in Friday assemblies, children are presented with a SHINE Award if they have shown one element of the motto through the course of the week: Striving, Helping, Inspiring, Nurturing or Excelling. Both adults and children can make nominations for these awards. Children are presented with a certificate, and they are shared as a positive role model to the school.

Cup of Kindness – in a Friday assembly, one child is presented with the Cup of Kindness in recognition for their acts of kindness that week. The previous awardee presents this.

Termly SHINE Award – one child from each class is nominated per seasonal term, to join the headteacher for a treat. This could be for a trip to Humble Bumble Café for a Hot Chocolate and Cookie. These children are nominated for their outstanding efforts in shining and acts of kindness throughout the term.

Managing Behaviour

Classroom/teaching space

Engagement with learning in an inclusive environment is always our primary aim. We ensure classrooms are fully inclusive and allow support for academic success. Throughout the day, staff check the child's internal learning environment is regulated too and that they are ready to engage in learning – this is achieved through the teaching and use of Zones of Regulation. These needs must be addressed for children to be ready for learning.

For most learners, a gentle reminder or nudge in the right direction is all that is needed. However there are occasions when more direct intervention must be made to support the learner further. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention-needers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. As teachers, we are mindful that every minute a learner is out of a lesson is onewhere they are not learning.

Practical steps in managing and modifying poor behaviour (Level 1 and 2 behaviours)

Learners are held responsible for their behaviour. Staff will take responsibility for dealing with behaviour calmly and without delegating. Staff will use the steps in behaviour for dealing with unacceptable conduct as well as the Natural Consequences Flow Diagram (See Appendix A).

First verbal reminder:

This stage makes explicit the expectation.

"I am expecting you to.....(not talk when I am talking, etc)"

"It was the rule about....(walking safely round school) that you broke then"

"This behaviour is stopping learning. What do you need to behave safely?"

Second verbal reminder:

This stage makes explicit the expectation followed by the natural consequence.

"I am expecting you to complete your work. When children do not finish their work, they will need to stay in to finish it at playtime"

"I am expecting kind hands at all times. When children don't use kind hands they need to sit/ play separately from others so everyone can be kept safe"

"I am expecting you not to spit. When someone spits I need to keep them inside so everyone else can be kept safe, spitting is not safe. I will need to talk with parents about this."

Implement the consequence highlighted in the second stage. If behaviour was repeated again:

"I can see you are still finding it hard to.../ not to.... I am not going to give up on you, how can I help?"

Get out line:

If the conversation is becoming unproductive, what line will you leave on?

Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to*

think about your behaviour. I know that when I come back, we can have a polite, productive conversation.”

Unsafe behaviours or behaviours that hurt with intent (Level 3 and Level 4 behaviours)

Sometimes a behaviour will be considered “high level” because it is undertaken with deliberate intent to hurt another person. In the event of a high-level behaviour, immediate action needs to be taken to reinstate safety for all. High-level behaviours include physical or verbal incidents with the intent to harm. These will be recorded on our central system (CPOMs) and Senior Leaders will be involved immediately to support further actions that need to be taken.

Natural consequences will be put in place to support keeping others safe and may include missing a playtime, removal from class, or in extreme cases, a fixed-term suspension (See Appendix A). Parents will always be informed in these circumstances. These incidents will then be followed up using a restorative approach and support put in place to seek improvements in behaviour choices. Advice or further support from external agencies will be sought as required.

Only the headteacher can decide to issue a fixed-term suspension or permanently exclude a child. See ExclusionPolicy for more details.

Suspension

Even within a nurturing school where regulated relationships are built, fostered, modelled and cherished a child may still require support and provision beyond that of a mainstream primary school. At times, even when reasonable adjustments have been made, a child’s behaviour may leave us no option other than a fixed-term suspension. We understand that throughout this process we must explain what happened and why we are taking this approach. We will aim to avoid suspensions, but our responsibility is always the safety and well-being of everyone in our school community, as when behaviour reaches this level, the ripples are felt across the school.

Suspensions may occur following extreme unsafe incidents and/or reoccurring incidents of physical hurt, harm, verbal abuse or persistent disruption. Unsafe behaviours and incidents are continuously monitored using CPOMS by the headteacher.

While everyone will have a view on what should happen and what may help, suspensions are always at the discretion of the Headteacher who will ensure they have a view of the whole picture and the whole child; the best interest of the child is the paramount concern.

A fixed-term suspension may be given if:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

Where a suspension is used, staff will take time to explain the process with the rest of the children in that class. This is to ensure the children fully understand the process, avoiding perception that harmful behaviours are ok or allowed. It is important that we all feel safe inschool. (See Suspension and Permanent Exclusion Policy)

Permanent Exclusion or Out of School Transfer (Planned Transfer)

Permanent exclusion *is* the last resort and will only be taken in cases where:

- The special needs of the child cannot be safely met even with additional and different support in place.
- Where the risk to people in the school community are not able to be reduced to a safe level.

Where the risk of harm due to unsafe behaviour in school cannot be reduced to a safe working level, we endeavour to work with the family, agencies and local authority to secure a more appropriate educational setting to avoid any permanent exclusions. As with everything we do, our work for the child will be with at the centre.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around the school.

Reset and Repair – Our Restorative Approach

Conversations maintain and build connected relationships while shaping the behaviour we want to see. These reset and repair moments are crucial because they can help the child feel better about their potential for changing their behaviour as well as reflect on the ripples of harm caused through their choices. Through these reset and repair moments we can teach the child a different way to get their needs met, to show their feelings, to seek attachment, restore the relationship and ultimately help the child to feel they are not defined by their worst behaviour. Remember, *the child is not the behaviour*.

Following any incident, staff will investigate the situation thoroughly using a restorative approach and speaking to all parties (if required) individually. Staff will explore 5 key themes:

What's happened, thoughts and feelings, impact of actions, needs of the individual and what needs to happen to move forward...

Children will be listened to, and perspectives gained, needs of the children (such as SEN) will also be taken into account and any provocation leading to the behaviour. These will all be considered when responding with a natural consequence.






Further support if required

At Brize Norton Primary School we are always thinking 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?' We realise that each child is unique and therefore sometimes this can be different for different children depending on their specific needs. Some children may for example, need individual behaviour plans or a PLUME (Plan to Understand My Emotions) to support their social and emotional needs. Advice is sought from external agencies as well as the SENCo in some instances; we always seek to forge good home/school links when working to support a child and their behaviour as we believe it takes a village to raise a child.

Team Work Makes the Dream Work

As a team here at Brize Norton Primary, we also work together to support children which may include providing a 'change of face' in some instances, as well as de-escalation strategies, certainly in times of crisis. When working as a team, ***we do not however, describe the child's behaviour to other adults in front of the child.*** We also make use of 'buddy classes' and in some instances some children have a 'buddy adult'. There is planned use of this support to allow children to reset in a calm manner.

This policy is to be read alongside:

-  Anti-Bullying Policy
-  Suspension and Exclusions Policy
-  Positive Playtime Plan
-  Positive Handling Policy
-  Staff Code of Conduct

Appendix A

Managing Behaviour – Natural Consequences Flow Diagram

Level 1 Behaviour

- ✚ Not striving
- ✚ Not being ready
- ✚ Not showing respect
- ✚ Making it difficult for others to learn or play properly
- ✚ Not looking after equipment & property
- ✚ Dropping litter or making a mess
- ✚ Running in school
- ✚ Picking up smaller children



Verbal warning(s) 30 second script
Time out within the classroom
Time out in another classroom (10 mins)
Loss of free time (max 5 mins per incident)
Completing/repeating work in free time
Litter picking
Restorative Conversation
Restoring relationship eg. apology
Reflection Book
Withdrawal from aspects of play eg. Football.

Level 2 Behaviour

- ✚ Refusing to follow instructions
- ✚ Being unkind to another child
- ✚ Disrupting other children's work or play
- ✚ Irresponsible or unsafe behaviour
- ✚ Damaging property
- ✚ Persistent Level 1 behaviours
- ✚ Being rude/disrespectful to an adult



Verbal warning(s) 30 second script
Change of face
Time out to work in another class and/or loss of free time
Restorative conversation
Restoring relationship – eg. apology
Replacing damaged property
Parents informed

Level 3 Behaviour (CPOM)

- ✚ Refusing to cooperate with an adult
- ✚ Swearing/inappropriate language
- ✚ Bullying others (physically or mentally)
- ✚ Aggression to an adult or child
- ✚ Stealing from school or other children
- ✚ Inappropriate use of Computers/social media
- ✚ Persistent Level 2 behaviours



Time out with Headteacher (senior leader) and loss of free time - If negative behaviour continues;
Individual behaviour plan /outside agencies/suspension
Parents informed
See Anti-Bullying Policy
Loss of independent computing privileges for a fixed term

Level 4 Behaviour (CPOM)

- ✚ Violence or threat of violence to an adult or child
- ✚ Leaving the school during the day
- ✚ Bringing a dangerous object into school



Immediate referral to Headteacher
Parents informed
Involvement of outside agencies
Possible fixed term suspension

Appendix B

A model of positivity - tweaking teaching to transform trouble

- Check your non-verbal communication – does your body language mirror positivity?
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Make regular positive phone calls home.
- Send out regular positive notes home.
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Non-verbal skills/attitudes that work with more challenging behaviours:

- Showing humility.
- Changing anger to shades of disappointment.
- Be neutral and non-confrontational.
- Give clear cues when switching from the formal to the informal, from relaxed to business like.
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up.
- Patiently giving without ever expecting to receive.
- Showing empathy balanced with a determination to help the learner succeed.

- Earning respect not expecting it.
- Never laying your relationship on the line on a behaviour issue.
- Keeping your promises.
- At times ignoring defensive behaviours in the moment but not forgetting.
- Commitment to building an appropriate relationship.
- Refusing to listen to the doubters and moaners; refusing to give up on any learner

Appendix C

Intervention Scripts - Effective 30 second interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or...

Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adults
'It wasn't me.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'
'I was only...'	'Maybe you were ... and yet ...'
'You are not being fair.'	'Yes sometimes I may appear unfair...'
'It's boring.'	'Be that as it may...'
'You are a ... (name calling).'	'I am sorry that you are having a bad day.'

Appendix D

PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

1. DEFINITIONS

- ‘Reasonable force’ - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- ‘Force’ can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- ‘Control’ is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.
- ‘Restraint’ means to hold back physically or to bring a pupil under control.

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip. Staff should use their professional judgement of each situation to make a decision to physically intervene or not. Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use reasonable force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- remove disruptive pupils if they have refused to follow an instruction to leave
- prevent a pupil:
 - who disrupts a school event, trip or visit
 - leaving the classroom where this would risk their safety or disrupt others
 - from attacking someone
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.