



BRAILES C of E PRIMARY SCHOOL

Positive Behaviours, Relationships and Wellbeing Policy



GROW TOGETHER, SHINE BRIGHT

'Let your light shine.'

Matthew 5:16

1. INTRODUCTION

At Brailes C of E Primary, we recognise the importance of exemplary relationships with others and positive behaviours are modelled continuously and professionally. We value children as individuals, use praise for effort, demonstrate warmth and empathy, and show respect for all (Carpenter, 2018). We work ‘with’ our children and families as a way of ‘being’, rather than a way of ‘doing’ to develop positive relationships and genuine, mutually beneficial learning experiences where everyone has something to bring, share and learn. (Finnis, Restorative Practice, 2021).

2. PHILOSOPHY

‘Grow together, shine bright’ and ‘Be Ready, Be Respectful, Always do my best’, forms the basis of all relationships within our school community and behaviours for learning. Underpinned by a relational restorative ethos, this enables us to build and maintain healthy relationships and ensure the creation of a secure and safe environment to improve the emotional well-being of all. Our staff authentically and unconditionally care for all the pupils in our school and check in regularly, listen deeply, support thoroughly, build children up and champion them, to facilitate them being the very best versions of themselves.

3. AIMS

- To provide a consistent approach across the school.
- To build and maintain positive relationships with peers and adults within school to enable talking and connecting whilst supporting and challenging each other.
- To create a climate for learning that strengthens confidence and motivation, with the use of effective strategies to regulate emotions which enables all members of our school community to thrive, grow and reach their potential academically, socially and spiritually in line with our school vision..
- To guide and support all members of the school community to effectively manage conflict, heal the wounds caused by conflict, support forgiveness and relationship repair to build a culture of peace as an ICON School.
- To ensure pupils and adults ‘are crew and not passengers’ along the way.

4. SCHOOL VISION AND CORE VALUES (Appendix 1)



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Matthew 5:16



BELIEVE
BELONG
ASPIRE

Be ready.

Be respectful.

Always do my best.







Courage



Compassion



Curiosity

5. TRUST VALUES (Appendix 2)

Relationships

Excellence

Service

Passion

Ethics

Collaboration

Trust





6. ICON SCHOOL

The school is proud to be a member of the International Cross of Nails School (ICONS) network working with the core principles of peace, forgiveness, conflict transformation and reconciliation throughout our school community. As an ICON School, Brailes embraces these three themes:

- Healing the Wounds of History
- Living with Difference and Celebrating Diversity
- Building a Culture of Peace

Each class teacher teaches PSHE lessons each week. The aim of the lessons is not only to teach children strategies to support wellbeing and happiness but also to teach the expected behaviours,

respect and empathy in order to learn and function in society. It is our core values and school vision that underpin successful peer relationships and exceptional learning attitudes. The school has a scheme of work for wellbeing and PSHE with progression in-built as children move through the school. Transformational collective worship, as the heart-beat of the school, also plays a significant role nurturing spiritual development, reflection, relationships and well-being throughout the school.



7. STRATEGIES FOR THE PROMOTION OF POSITIVE BEHAVIOUR THROUGHOUT THE SCHOOL

All staff in all roles have the same expectations of children’s behaviour throughout the school day and extended school day as outlined in this policy.

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure ‘first attention goes to best conduct’ and to create clear, simple routines and expectations that make everyone feel valued members of our learning community and motivated to always try their best.

‘The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.’

Paul Dix (2017) ‘When the Adults Change, Everything Changes’

In addition, we wish to give recognition through the awarding of Values tokens and Christianity in Action Awards to pupils who go ‘Over & Above’.
‘Over and above’ behaviours include consistently living out our school vision and being an exceptional role model of our school values within and beyond our school community.

‘If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.’

Paul Dix (2017) ‘When the Adults Change, Everything Changes’

What?	How?
Create a sense of belonging.	<p><i>Simple positive greetings, taking time to get to know children and their families, checking in and checking out with children</i></p> <p><i>Class charter which is refreshed at different times in the year in order to ensure it remains relevant and a useful tool.</i></p>

Always model positive body languages and tone.	<i>Through positive communication Polite, calm tone and language structures must be used and modelled at all times by adults.</i>
Always using praise and noticing good behaviours (catch the children in, rather than catching them out).	<i>Verbal praise and feedback, class recognition boards, house points, values tokens, stickers,</i>
Sharing children’s successes with other staff, children and families.	<i>Verbally, phone calls home, messages on Seesaw, Assemblies, Newsletters, 6cs Star of the Week, Christianity in Action Awards, Parent Sharing assemblies, Parents Evenings</i>
Having a good awareness of children’s emotions and well-being.	<i>Use of the RULER anchors: the mood meter, class charter, emotion regulation strategies, values and ‘Be Ready, Be Respectful, Always do my best’ when communicating.</i>
A structured approach to tackling common misdemeanours to ensure consistency.	<i>At times, it may be necessary for an adult to use a firm voice, but we do not shout as a way of dealing with poor behaviour choices. Brailes Behaviour Blueprint (Appendix 3)</i>

8. BEHAVIOUR EXPECTATIONS

(This list provides examples, rather than being exhaustive.)

<u>How is ‘good’ basic behaviour defined?</u> <u>Expected Behaviours</u>	<u>How is ‘misbehaviour’ defined?</u>
<p>Showing courtesy, consideration, and respect for other people and property.</p> <p>Speak clearly and answer politely.</p> <p>Looking at people when they are talking to you</p> <p>Listen when others are speaking at all times: whole body listening.</p> <p>Expectation that everyone will put in their best effort and try their hardest.</p> <p>Be honest and truthful.</p> <p>Be engaged in learning - whole body listening, all are prepared to answer questions asked</p>	<p>Persistent disruption in lessons which interferes with the progress of themselves and others (talking, not managing distractions, acting in a non-collaborative manner)</p> <p>Aggressive or violent behaviour directed towards themselves and others.</p> <p>Rude or abusive language, including using unkind words, swearing, or spitting.</p> <p>Acts of vandalism to school or other’s property.</p> <p>Taking property which doesn’t belong to them.</p>

<p>(use of lolly sticks, cold calling, batch calling hands up used occasionally)</p> <p>Take responsibility for our actions if we make a mistake or jump to an incorrect conclusion and apologise.</p> <p>Work and play cooperatively and fairly.</p> <p>Lining up (straight, silent, still) and moving around the school in a quiet, orderly manner.</p> <p>Wear the correct uniform properly.</p> <p>Using common manners: please, thank you, letting others go first, holding open doors, saying sorry, at appropriate times.</p> <p>Treat resources carefully. Children and adults are expected to leave their working area tidy when they have finished using equipment or an area.</p> <p>Use good table manners.</p> <p>Celebrate their own and others' achievements. Being proud of ourselves, each other and our school.</p> <p>Show patience and understanding towards each other.</p> <p>Develop deep learning characteristics: character, citizenship, collaboration, communication, creativity, critical thinking (6Cs of Global Education)</p>	<p>Bullying, including acts of violence, racism, persistent name calling, online bullying – Several Times On Purpose (Refer to Anti-bullying Policy).</p> <p>Non completion of schoolwork or homework due to lack of effort applied.</p>
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9. CONFLICT IN SCHOOL

We aim for children to feel safe and secure at all times which means that we deal calmly with situations and do not act in a way which will escalate high tension. If necessary, time out is used. It may sometimes be necessary to use a **firm voice, but we do not shout as a way of dealing with poor behaviour.**

As staff, we need to support children to understand why they acted the way they did and what the consequences are for their actions. We also emphasise the need for children to take responsibility for their actions, which means asking them to make decisions on how to put things right.

When conflict does occur, we need to give children (and adults) the best chance possible of getting back on track. This is when staff will use the Brailes Behaviour Blueprint to guide restorative conversations. Staff will always consider the following when initiating these conversations with children and adults:

- Give children the opportunity to tell their side of the story – their unique perspective and account of what happened.
- Encourage children to express their thoughts and feelings from their perspective (using the mood meter and RULER approach).
- Provide an opportunity to understand the perspectives of others and the impact of the behaviour in question on everyone.
- Give the space to think about how to prevent a recurrence of the behaviour.
- Seek the opportunity to accept responsibility for the harm caused.
- Provide the space to identify what needs everyone has.
- Support the development of a plan to meet these needs and move forwards.
- Provide the chance to explore issues of reintegration as part of moving forward.




(Finnis, Restorative Practice, 2021)

Finnis (Restorative Practice, 2021) promotes 'The Restorative Five' as a model to draw upon when restoring conflicts:

1. What happened?
2. What have your thoughts been since?
3. What are your feelings?
4. Who was affected and how were they affected?
5. What are everyone's needs when it comes to what should happen next?

(These can be found on the Brailes Behaviour Blueprint and form the basis for restorative conversations within our school, Appendix 3)

10. BRAILES BEHAVIOUR BLUEPRINT

	 <p>BRAILES C of E PRIMARY SCHOOL</p> <p>Behaviour Blueprint</p>	
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VISION

GROW TOGETHER, SHINE BRIGHT

'Let your light shine.' Matthew 5:16

Believe Belong Aspire

<p>Be ready. </p> <p>Be respectful. </p> <p>Always do my best. </p>	<p>Visible Consistencies</p> <ul style="list-style-type: none"> Calm and consistent response Meet and greet, talk and connect Whole body listening Straight, silent, still lining up Praise positive choices Restorative approaches to conflict Consistent use of Emotion Coaching
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 <p>COURAGE</p>	 <p>COMPASSION</p>	 <p>CURIOSITY</p>
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Reminder

Warning - assert choice direction Talk- Restorative conversation

RESTORATIVE CONVERSATION	
DESCRIBE	What happened?
RECOGNISE and LABEL	How did you feel at the time?
UNDERSTAND	Who was affected, how were they affected and how do you think they felt?
EXPRESS	What are your feelings now?
REFLECT	What should we do to put things right? What needs to happen?
Learn, Grow, Succeed Together	

11. EQUAL OPPORTUNITIES

We understand that all children are individuals and all have the right to personalised behaviour management support. We ensure that all children are treated equally and fairly in accordance with this policy. We know that the Disability Discrimination Act applies when behaviour is the disability and that we have a duty to make reasonable adjustments to environments, policies and procedures to ensure the equality of opportunity to which we all aspire.

12. BULLYING

All allegations of bullying should be recorded in line with the school's Anti-Bullying Policy recording procedure and acted upon, with outcomes reported back to School Leaders and those involved, both the child or parent/carer who has made the allegation and the child who has done the bullying if proven. See Anti-Bullying Policy and Appendix 6 for Trust Bullying record form.

13. ROLES, RESPONSIBILITIES AND COMMUNICATION

All staff are responsible for: modelling positive behaviours, promoting the philosophy and aims of this policy, implementing the strategies within this policy and for having restorative conversations with pupils.

The school behaviour log on the Brailes Google Drive will enable staff to record Stars of the Week. Details of any restorative conversations are recorded in the class behaviour book or CPOMs and checked by the Head of School at least weekly.

Restorative conversations will be fed back to the class teacher in brief, so that situations can be monitored effectively and fairly.

Depending on the incident, children must always be encouraged to suggest how to put things right, but also depending on the incident, some things have to happen in addition to their own suggestions - for example parents contacted, some loss of playtime to reflect on what went wrong.

On the rare occasion when a child does not respond to a restorative discussion, they will be given thinking time. This may involve spending time with the Head of School.

All parents, children and staff are responsible for implementing the school's Home/School Agreement (Appendix 4) and parents can expect to be kept well informed of their child's behaviours in school.

Class teachers will inform school leaders and seek advice when there is a continued need for restorative conversations with the same child/ren.

Class teachers will phone parents/carers to explain and share any ongoing concerns; these concerns will be dealt with in a timely manner and not left until parents' evening consultations/end of year reports. Sometimes behaviour 'mistakes' are cumulative and whereas an isolated incident may not need to be shared with parents/carers, where a pattern emerges, parents/carers do need

to be informed and this conversation should be one of mutual support - a talk around what can be done both at home and at school to support better behaviour choices for the child.

Parents/Carers will be informed by letter if their child has used swear words in school.

The Head of School will regularly speak with pupils to celebrate positive behaviours and to support conflict resolution, relational repair and reconciliation as and when necessary.

14. PARTNERSHIP WITH PARENTS

We expect parents and carers to support the actions of the school but in order to gain their support, we must work in partnership through good communication:

- Sharing our behaviour policy.
- Informing parents/carers of any concerns that we have as early as necessary, as detailed above.
- Encouraging our parents/carers to keep us informed of any behaviour issues they may be experiencing at home and of any traumas that may have occurred i.e. death of a family member, change in family circumstances, as these may influence their child's behaviour.
- Encouraging parents/carers to report back good behaviour/work so staff can follow up with a reward if judged necessary.

Parents/Carers who have any questions or would like to talk further about behaviour and relationships at Brailes CE Primary School are very welcome to make an appointment to speak with the Head of School

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern continues, they should then contact the Head of School. If these discussions cannot resolve the problem, parents or carers should refer to our formal Complaint's Policy on our website.

15. SERIOUS BEHAVIOUR INCIDENTS, FIXED TERM AND PERMANENT EXCLUSIONS FROM SCHOOL

Incidents of serious behaviour, including physical assault, racism, homophobic incidents, online safety breaches, sexual harassment, sexual violence and bullying will be recorded on CPOMS. Please refer to The Stour Federation's Exclusions policy regarding suspension and exclusion. This policy is in line with the [DfE guidance](#) on school suspensions and permanent exclusions.

16. THE USE OF REASONABLE FORCE

The school follows the DfE's non-statutory advice 'Use of Reasonable Force', July 2013; 'reasonable' force means 'using no more force than is needed'. All members of staff have a legal power to use reasonable force (Section 93 Education and Inspection Act 2006).

At Brailes, there are staff who are trained in Team Teach, giving them the confidence and strategies needed to de-escalate challenging situations and reduce the need for physical intervention. 'Team Teach transforms relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully.' (<https://www.teamteach.co.uk/>)

Staff will only manually handle a pupil if:

- the child is at risk of harming themselves or others
- the child is causing significant damage to property

Staff will seek support from a colleague if help is needed (either verbally or through the red triangle system in school).

Incidents of positive, manual handling will be recorded in the Bound and Numbered Book stored in the Head's office and parents will be informed.

17. MONITORING AND EVALUATION

The Head of School is responsible for the annual review of this policy and for ensuring it is implemented by all staff consistently.

The Local Academy Council Governors for Brailes CE Primary School are responsible for approving this policy. They will also monitor its effectiveness, holding the Head of School to account for its implementation.

18. SUMMARY

'All children have the right to feel safe all of the time as well as the right to talk with someone about anything, even if it feels awful or small' (Protective Behaviours). Social environments have a significant influence on social emotional skills, well-being and behaviour; children who have a good start in life are shown to have significant advantages and tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems (<https://www.nurtureuk.org/nurture/what-nurture>). At Brailes Primary we aim to support children in the development of social and emotional skills and relationships so that they can do well at school and develop their resilience and their capacity to deal more confidently with life's challenges.

19. LINKED POLICIES

This policy is to be read in conjunction with the following policies:

- Anti-Bullying
- Child Protection and Safeguarding
- Staff Behaviour (Code of Conduct)
- Online Safety
- Acceptable Use Policy
- Health and Safety
- Educational Visits
- Helping Hands Guide for Volunteers
- Exclusions

Policy Date: November 2023

Ratified by Brailes' Local Academy Council

Appendix 1:



GROW TOGETHER, SHINE BRIGHT



‘Let your light shine.’

Matthew 5:16

BELIEVE

BELONG

ASPIRE

Be ready.

Be respectful.

Always do my best.







Courage



Compassion



Curiosity

Appendix 2: Trust Values

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Appendix 3: Behaviour Blueprint

	 <p>BRAILES C of E PRIMARY SCHOOL</p> <p>Behaviour Blueprint</p>	 <p>THE STOUR FEDERATION LEARN, GROW, SUCCEED TOGETHER MULTI ACADEMY TRUST</p>
<p>VISION</p> <p>GROW TOGETHER, SHINE BRIGHT</p> <p><i>'Let your light shine.'</i> Matthew 5:16</p> <p>Believe Belong Aspire</p>		
<p>Be ready. </p> <p>Be respectful. </p> <p>Always do my best. </p>		<p>Visible Consistencies</p> <ul style="list-style-type: none"> Calm and consistent response Meet and greet, talk and connect Whole body listening Straight, silent, still lining up Praise positive choices Restorative approaches to conflict Consistent use of Emotion Coaching
 <p>COURAGE</p>	 <p>COMPASSION</p>	 <p>CURIOSITY</p>
<p>Reminder</p> <p><u>Warning</u> - assert choice direction <u>Talk</u>- Restorative conversation</p>		
<p>RESTORATIVE CONVERSATION</p>		
<p>DESCRIBE</p>	<p>What happened?</p>	
<p>RECOGNISE and LABEL</p>	<p>How did you feel at the time?</p>	
<p>UNDERSTAND</p>	<p>Who was affected, how were they affected and how do you think they felt?</p>	
<p>EXPRESS</p>	<p>What are your feelings now?</p>	
<p>REFLECT</p>	<p>What should we do to put things right? What needs to happen?</p>	
<p>Learn, Grow, Succeed Together</p>		



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BELIEVE BELONG ASPIRE

Be ready: embrace high standards in all we do; come to school with a ready to learn attitude (properly equipped and wearing school uniform); ensure high attendance and punctuality; be ready for learning; attend parents' evenings and workshops to support learning and wellbeing; communicate effectively.

Be respectful: value, respect and include everybody; care for all children in school; create a safe and happy environment in which every child matters; move around school safely; support school's policies.

Always do my best: be compassionate, curious and courageous; celebrate successes; learn from mistakes; support home learning; work in partnership; stay safe online; make the most of every minute of learning and social times; enjoy being part of the school team.

School:

Parent/Carers:

Child:

Appendix 5: The Stour Federation Behaviour Incident Form

Pupil Name:		Class/Year Group:		Date:	
Previous Exclusions <input type="checkbox"/>		Fixed Exclusion <input type="checkbox"/>		Permanent Exclusion <input type="checkbox"/>	
Description of incident (please specify who was involved, where and when the incident occurred, what happened during the incident, what action was taken, how the matter was resolved):					
Names and accounts of any witnesses:					
Parents of instigator informed			YES/NO	Parents of victim informed	
				YES/NO	
Name of staff member dealing with incident:					
Review Date:					
Outcome of review:					

Appendix 6: The Stour Federation Integrated Bullying, Racist Homophobic and Sexual Harassment Incident Record Form

Pupil Name:		Class/Year Group:	Date:
Racist Incident <input type="checkbox"/>	Bullying Incident <input type="checkbox"/>	Homophobic Incident <input type="checkbox"/>	Sexual Harassment <input type="checkbox"/>
Description of incident (please specify who was involved, where and when the incident occurred, what happened during the incident, what action was taken, how the matter was resolved):			
Names and accounts of any witnesses:			
Parents of perpetrator informed	YES/NO	Parents of victim informed	YES/NO
Name of staff member dealing with incident:			

Initiatives: (Include dates and lead persons)

Impact:

End Outcomes - Children's comments:

End Outcomes - Parents' comments:

Appendix 7: Online Safety Log

Details of all online safety incidents are to be recorded by Online Safety Lead. This incident log will be monitored termly by the Executive Headteacher and Local Academy Councils. Any incidents of cyberbullying and online sexual harassment should be recorded on the Integrated, Bullying and Racist Incident Record Form.

Date and time	Name of pupil or staff member	Male or female	Details of Incident including evidence	Actions and reasons