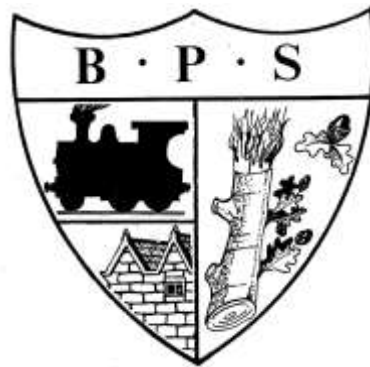




Brandling Primary School

Positive Relationships Policy

**Policy adopted September 2025
Policy reviewed September 2026**

Positive Relationships Policy

At Brandling Primary School, we have high expectations of behaviour from both our pupils and adults and strongly believe that all behaviour is a means of communication; a way of expressing an emotion/emotions.

Our *Positive Relationship Policy* ensures that within a framework of expectations, routines, rights, and responsibilities, we guide, encourage and teach pupils to form positive relationships with all that are around them which in turn, allows teachers to teach and pupils to learn.

To ensure that the school community operates fairly, everyone is expected to participate in making and agreeing the expectations by which we work.

To create and maintain a positive classroom and school environment we encourage:

- Self-regulating behaviour (self-control/self-discipline/self-management)
- Taking responsibility for the choices we make and the consequences of these choices)
- Having respect for the rights and beliefs of adults and of other pupils
- Working co-operatively
- Honesty and fairness

This is achieved through a clear and shared set of expectations, rights, routines, and responsibilities.

Expectations

For the safety and well-being of everyone in the school community, it is necessary for us to work within a set of expectations.

Our school expectations are clear and simple. They are displayed around our school, are used consistently and are linked with consequences. They are:

Ready	Respectful	Safe
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Rights

Every person in the school has rights. Each teacher has the right to teach without disruption and children have the right to learn without interference. We also recognise that every member of the school community also has:

- The right to learn and help others through careful listening and turn taking.
- The right to feel safe in, and moving around the school, classroom, and playground.
- The right to express themselves, ask questions and, share opinions and ideas.
- The right to be treated fairly, with equality and respect in line with our Equality Statement.
- The right to be listened to in a dispute and have difficulties with others settled.
- The right to work in an environment that is cared for by everyone in the school and, equipment and belongings looked after.

Consistent Adult Behaviour

At Brandling Primary School, you will see visible adult consistencies everywhere. We believe that excellent behaviour from all children is only achieved when all adults are modelling excellent, wholly consistent behaviours in line with this policy.

We Do Not Shout	There is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting "Stop!" across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm's way.
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We Always Refer to the Behaviour and Not the Child	When we are speaking to children about negative behaviour, we always talk about the behaviour so that they understand they have a choice in how they behave.
Non-Confrontational Approach	We use a non-confrontational approach when speaking to the children and the rest of the school community.

Positive Recognition

We work on the principle that for most of our children they will respond well when their efforts are recognised and rewarded. At Brandling Primary School we use a range of rewards:

Reward System	Who for?	Why?
Rainbow Reward Points	Individual Nursery to Year 6	We use Rainbow Reward Points to promote positive behaviour. These reflect our Brandling values – Ready, Respectful, Safe Once awarded, Rainbow Points are never taken away. All staff are able to reward points to children. Children collect 10 points to earn a certificate and can earn up to 7 certificates throughout the school year.
House Points	House groups Nursery to Year 6	Children are members of 1 of our 3 house teams: Gibside, Cragside or Wallington. When children earn a Rainbow certificate they are given a token for their house team. At the end of the academic year, the winning house will receive a trophy.
Celebration Assembly	Individual Reception to Year 6	A weekly assembly celebrating the achievements of all our children. Staff award a certificate to a child/children in their class who have worked really hard in a specific subject. There will also be a reader of the week from each class who will receive a book token to spend at our book vending machine. Mrs Clennell will select a child/children to receive the weekly Headteacher's Award. This for children who have gone above and beyond the usual expectations.
Milkshake Monday	Individual Reception to Year 6	As a way of acknowledging children who go over and above the expectations, our staff nominate children to be entered into a draw to have a milkshake with Mrs Clennell.

Support

Support to manage behaviour not meeting expectations

Each class has a classroom charter which specifies the behaviours expected in the classroom environment. If a child is not following the expectations on our charters, the following should be adhered to:

Calm and easy on every step with plenty of take-up time. Resist the urge to jump steps.

Gentle Reminder

For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. This may be a quiet word or a visual cue in order to correct the behaviour.

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Second Reminder

A **reminder** of the expectations for pupils referring to the rules of 'Ready, Respectful, Safe' and charters should be delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing. Pupils should be given time to respond to this request 'take up time'.

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Final Reminder

A clear, verbal, final reminder should be delivered privately to the pupil, making them aware of their behaviour and clearly outlining the consequences if they continue. Pupils will be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on what you have said and respond appropriately.

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Cool off time

A child may be given "cool off" time outside of the lesson in order to regulate their behaviour and then return to learning. Although there are occasions when this is necessary, every minute a pupil is out of a lesson is one where they are not learning. Steps should always be taken with care and consideration; individual needs must be taken into account where necessary. Praise the behaviour you want to see and do not pander to attention seekers.

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Teacher's choice – consequence

The teacher uses their professional judgement to impose a consequence as appropriate (i.e. the child has responded negatively to the cool off time or the initial behaviour was deemed rude or disrespectful.

Examples of appropriate consequences are as follows: restorative conversation, time out to reflect (playtime or part of playtime) or natural consequence (e.g. tidying the mess that the child made / completing the work they missed etc.)

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Severe Incidents

Students who commit a severe incident should be referred to SLT immediately without support steps. This might include bullying, racist language, violence, homophobic behaviour, persistent rudeness / defiance (continuous refusal to follow instructions, defiant behaviour and rudeness).

Scripted approaches at this stage are encouraged:

"I've noticed that...You know the school rules ready, respectful, safe. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening".

Walk away as soon as you have finished and praise pupils who are getting it right.

Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle here. The classroom teacher has the following options:

1. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The Restorative Conversation is so much easier and more productive if it isn't two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

What happened?

What were you thinking at the time?

Who has been affected?

What should we do to put things right?

How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

2. Time out to reflect

5 minutes at breaktime or 10 minutes to think about what happened at lunch can be enough. A full playtime can be given where this is deemed necessary by SLT. Any reflections should be as soon after the event as possible, short and focused, designed not just to deter but to agree future behaviour and reinforce existing boundaries.

3. Natural consequence

Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. If you can find a consequence that repairs the damage rather than just punishing the behaviour it all makes more sense.

Consequences

Consequences are not intended to humiliate or make an example of any child. The aim is to help the child think about his/her choices and take responsibility for changing their behaviour(s).

At Brandling Primary, we use a variety of consequences. They are tailored to suit the needs for each child within our school. These may include:

- A non-verbal reminder
- Gentle / formal verbal reminders
- Time Out – 5/10 minutes, either in the classroom or in the playground dependant on location of incident
- Restorative conversation
- SLT involvement
- Involvement from home / parent/carer meeting
- In school exclusion (please see below for further guidance)
- Consideration given as to whether it is safe for a child to take part in enrichment activities (trips etc)
- Suspension (please see below for further guidance)
- Permanent Exclusion (please see below for further guidance)

We record behaviour incidents where necessary on an online system which enables us to have a clear picture of the choices our children are making and how we can best support them.

Support will be tailored to suit the needs of each child. This support may include:

- Verbal praise
- Circle times and/or PSHE sessions
- Open communication with parents and carers
- Art / Lego therapy
- Support from SLT
- Support from one to one or group nurture sessions
- Emotional Literacy sessions
- Kalmer Counselling
- Behaviour / Well-Being Support Plan – formulated with the child and family
- Where appropriate, referrals may be made to Single Point of Access (CYPS/Emotional Wellbeing Team), EP

In School Separation/Suspension

The separation or fixed term exclusion may be used for incidents of:

- Physical assault on another child or an adult
- Offensive verbal abuse towards another child or an adult
- Racial/homophobic abuse
- Bullying
- Being in possession of drugs at school
- Being in possession of a weapon at school

The following can be applied:

1. In-school separation in which a child is removed from her/his class and placed with another teacher for a given period of time.
2. Suspension where a child is not permitted to attend school for a fixed period of time.
3. Permanent exclusion whereby a pupil is no longer permitted to attend Brandling Primary School.

Consideration will be taken of the age, knowledge and understanding of the child/ren involved in the incident when determining whether an in-school separation or suspension will be used.

Reintegration of suspended pupils

All pupils being reintegrated following suspension will have our expectations of behaviour re-clarified. Systems will be established where appropriate/necessary, to support the pupil in making a successful return to class/school. These could include allocation of a mentor, clear systems of rewards and sanctions, communication procedures and liaison with parents/carers. All reintegration meetings are to have minutes taken.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- Emotional bullying
- Physical bullying
- Prejudice-based and discriminatory including: racial, faith-based, gendered (sexist), homophobic/biphobic, transphobic, disability based
- Sexual
- Verbal
- Cyber-bullying

Please see our Anti-bullying policy for more information regarding:

- How the school will prevent bullying
- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school will react to bullying that occurs off school premises or online
- How the school records, analyses and monitors incidents of bullying
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying