



Relationship Policy

Co-operation **Honesty** **Excellence** **Courtesy** **Kindness**
Equality **Respect**

Date agreed and ratified by Governing Board: 10th January 2026

Date of next review: January 2027

School Vision

Mission Statement

*Dreaming bigger than you can imagine
Believing you can be the best you can be
Achieving more than you ever thought possible*

Our school aims:

- To provide an environment where our children are nurtured, feel happy, safe and comfortable enough to take risks.
- To enable all children to become independent learners as they progress through our school and in to the wider world.
- To embrace all members of our Bromstone family, treat everyone equally, with respect, and live by our values.
- To expect all stakeholders to show excellence at all times and to be held accountable, so that every learner has the opportunity to reach their full potential.
- To celebrate success and excellence in an environment where anything is possible; dream, believe, achieve.

Rationale

In order for us to live and breathe our vision, Bromstone Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we live and learn by our seven Values of Co-operation, Honesty, Excellence, Courtesy, Kindness, Equality, and Respect.

At Bromstone Primary School we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a nurturing, consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches instead of punishments.

Purpose of the Behaviour Policy

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

- Foster the belief that there are no 'bad children', just 'bad choices'.
- Encourage children to recognise that they can and should make 'good choices'.
- Recognise individual behavioural norms and respond appropriately.
- Promote self-esteem and self-discipline.

- Teach appropriate behaviour through positive intervention.

All staff must:

- Take time to welcome children at the start of the day, either at the gates or during registration.
- Always pick up on children who are failing to meet expectations.
- Always redirect children by referring to our school's Values (Co-operation, Honesty, Excellence, Courtesy, Kindness, Equality, and Respect).

The Heads of School and The Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and Values awards/certificates/stickers.
- Ensure staff training needs are identified and met.
- Use CPOMS logs to monitor individuals.
- Use Boxall profiling to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviour.

Parents/Carers must:

- Endeavour to work collaboratively with the school so that pupils receive consistent messages.
- Speak to the class teacher if they have any concerns about their child's behaviour.
- Contact either the Phase Leader or Heads of School if they continue to feel concerned.
- Refer to the School Complaints Policy (available on the school website or from the school office) if they continue to feel unsatisfied.

Governors must:

- Set down the general guidelines on standards of behaviour.
- Ensure that Bromstone Primary School always provides a safe and fair environment in which all pupils can flourish.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be consistent and fair
- Have a sense of humour

Behaviour for Learning

We recognise that a clear structure of predictable outcomes have the best impact on behaviour. At Bromstone Primary School we model the desired behaviours, use relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"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 hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

Bromstone Primary School has seven Values: **Co-operation, Honesty, Excellence, Courtesy, Kindness, Equality, and Respect** which can be applied to a variety of situations. These are taught and modelled explicitly every day in and out of the classroom, during nurture provision and other interventions.

We also understand that for some children following our behaviour expectations is beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include other rewards to reinforce positive behaviour.

Our approach

Our School Values	Visible Consistencies	Over and Above Recognition
Co-operation Honesty Excellence Courtesy Kindness Equality Respect	<ul style="list-style-type: none">• Daily meet and greet• Persistently catching children doing the right thing• Picking up on children who are failing to meet expectations	<ul style="list-style-type: none">• House points• Recognition boards• Values certificates• Stickers• Phone call/text home• Verbal praise• SLT praise

	<ul style="list-style-type: none"> • Accompanying children to the playground at the end of every day • Praising in public (PIP), Reminding in private (RIP) • Consistent language 	<ul style="list-style-type: none"> • Class marble jar rewards • Show work to another adult
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Stepped Boundaries	
Gentle approach, use child's name, child level, eye contact, deliver message	
1. Reminder	<p>I noticed you chose to (noticed behaviour)</p> <p>This is a REMINDER that we need to show (respect, compassion, honesty, forgiveness)</p> <p>You now have the chance to make a better choice.</p> <p>Thank you for listening.</p> <p>Example - 'I notice that you're running. That is not being respectful. Please walk. Thank you for listening.'</p>
2. Warning	<p>I noticed you chose to (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to not to display our school values again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to a quiet area etc.) (learner's name),</p> <p>Do you remember when (model of previous good behaviour)?</p> <p>That is the behaviour I expect from you.</p> <p>Think carefully. I know that you can make good choices.</p> <p>Thank you for listening / I'm glad we had this conversation.</p> <p>Example - 'I have noticed you are not ready to do your work. That is not displaying our value of perseverance/respect. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. Time out	<p>I noticed you chose to (noticed behaviour)</p> <p>You need to.....(go to quiet area / go to sit with other class / go to another table etc.)</p> <p>Playground: You need to(stand by other staff member/ me / sit on the bench etc.)</p> <p>I will speak to you in two minutes</p> <p>Example - 'I have noticed you chose to use rude words. You are not being respectful. You have now chosen to go and sit in the</p>

	<p>quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p><i>*DO NOT describe child's behaviour to other adult in front of the child*</i></p>
<p>4. Follow up – repair & restore</p>	<p>What happened? (Neutral, dispassionate language.)</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make people feel?</p> <p>Who has been affected? What should we do to put things right?</p> <p>How can we do things differently?</p>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p> <p><i>Teachers should be informed of unacceptable behaviour at lunchtime as it may have implications for the afternoon's lessons, however, the incident should have already been dealt with and further action by the class teacher should not be necessary.</i></p>	

Consistently unacceptable behaviour or serious incidents will be referred to Heads of School/Parents and shared with staff as appropriate. These include:

- Refusal to work.
- Overtly refusing to follow reasonable requests.
- Leaving the classroom/school premises without permission.
- Engaging in behaviour that prohibits learning.
- Swearing and inappropriate language.
- Deliberate and targeted acts of unkindness or aggression.
- Willfully and physically hurting another child or adult.
- Willfully destroying property.
- Bullying of any sort (including on-line and cyber bullying).
- Racial, religious, physical impairment, gender or age related abuse or discrimination in any form.
- Child on child abuse.

These types of behaviours will be recorded on CPOMS.

Outside Agencies

There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and the Heads of School, or as the result of a pupil review meeting. Any outside agency will need information. Therefore, teachers need to document evidence of behaviour carefully as detailed above, so that it can be collated when required.

Exclusions

(See our Exclusion Policy)