

BROOM COTTAGES PRIMARY AND NURSERY SCHOOL



Positive Relationships/ Behaviour Policy

Approved by:	Governing body	Date: 21 st January 2026
Last reviewed on:	17 th December 2025	
Next review due by:	December 2026	

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well in order to achieve our vision of success for all, through '**working together, learning together, growing together**'. We are a caring community, whose values are built on strong relationships, mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way to achieve our vision. It aims to promote an environment where everyone feels happy, respected and safe.

This policy aims to support the school's implementation of the DfE's 'Mental Health and Behaviour in Schools' and helps us to recognise that mental health and wellbeing is becoming more prominent in schools today.

The classroom practices detailed in this policy are captured through our 'Core 10' principles of practice which can be found in appendix 1. They underpin all elements of our classroom practice to ensure consistency in behaviour approaches across the school.

Trauma Informed:

At Broom Cottages Primary, we recognise that most children self-regulate their behaviour and behave very well every day, and never need reminding about how to behave safely. We want to encourage these children and understand the children who may find it difficult to behave safely at all times and support them in managing their behaviour more safely.

We at Broom Cottages Primary recognise the above statement and in addition aim for:

- All adults to have high expectations of behaviour and conduct.
- Children to be respectful towards each other and all adults within our school.
- Encourage increasing independence and self – discipline so that each child learns to accept responsibility for their own behaviours and choices
- Zero tolerance of any form of bullying (see Anti-Bullying policy)
- To ensure a consistent approach across the school that relies on proactive approaches to behaviour management.
- A common and consistent use of language across the school when tackling unwanted behaviour that supports staff wellbeing and nurtures positive relationships with ALL pupils.
- An absolute necessity for all staff to take a proactive leadership role in establishing and developing behaviour recovery in school (if/when needed)
- Create safe and nurturing environments, help children to manage their emotions and promote connection and empathy.

The Headteacher and the Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/notes/home and certificates/stickers/Dojos
- Ensure staff training needs are identified and met
- Use behaviour records (CPOMS) to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours
- Raise any concerns at weekly SLT meetings

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 and strong relationships
- Remain calm and display emotional restraint
- Demonstrate unconditional care and compassion

Everyday routines and expectations

In line with our Broom Cottages Essentials, we see that the school has an important part to play in children's social, emotional and moral development just as it does in their academic development. Our children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At Broom Cottages Primary, we have a responsibility to work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. The school community has created their own set of rules which are at the heart of our behaviour policy - 'Ready, Respectful and Safe' (Appendix 2).

We expect every adult in our school community to:

- Meet and greet each child in their care
- Use the consistent language of 'Ready, Respectful and Safe'
- Apply positive reinforcement by narrating the positives (Core 10 – Positive framing)
- Model positive behaviours and build relationships
- Be calm when using stepped boundaries
- Follow up every time; retain ownership and engage in reflective dialogue with children
- Never ignore or walk past children who are not behaving safely (stop, notice, remind, move on) ...so that children are 'ready, respectful and safe'.

Adults will insist upon routines – (Core 10 – Transitions and Signal Pause Insist)
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All adults will put into place relentless routines that are consistent across the school e.g. meet and greet, magnet eyes, stop signal and 123 for transition and movement around the school.

- 1 – Stand up
- 2 – Move
- 3 – Show you’re ready to … (sit down, leave the classroom etc).

Classroom Management

Classroom management and teaching methods have an important influence on children’s behaviour. The classroom environment sends an immediate message to children about the extent to which they and their work are valued. Relationships between teachers and teaching assistants with children, strategies for encouraging good behaviour, arrangements of furniture and resources and classroom displays all have a bearing on the way in which children behave.

All staff will be positive as a first point of call. We will all:

- Use the stop signal consistently to gain the children’s attention – Insisting that all pupils respond and ensuring that teaching doesn’t start until all pupils are showing they are ready to learn. (Core 10 – Signal Pause Insist)
- Ensure children are moving around the school correctly in line order – calmly, walking not running, positive praise for doing this well. (Core 10 – Transitions)
- Promote looking after cloakrooms – all items hung up and put back on pegs properly; all classes to have cloakroom monitors.
- Reinforce correct uniform – no inappropriate jewellery in school; correct footwear (no branded trainers); jumpers not to be tied round waists – wear or hang up; no large hair accessories.
- Create a positive atmosphere for assemblies by ensuring children who find assemblies difficult are seated in line order, walking in quietly – set the tone before you enter the hall, pick up on any negative behaviours during assembly and classes to leave in a line when teacher has said they are ready.
- Ensure that workspaces are free of all clutter to support children in managing their distractions.

Classrooms and corridors should be organised to develop personal independence and initiative. The room should be organised so that resources are easily at hand and furniture arranged so that movement around the room and school is easy and safe. Displays should reflect children’s work and contribution and the value placed upon it. The overall effect should be to provide an environment that is welcoming with an atmosphere conducive towards learning.

Whole school expectations, aims and values are to be displayed prominently in each classroom and referred to by the children and adults (including supply and trainee teachers). Children will be frequently reminded of the high standards of behaviour expected during class and whole school assembly times. (Core 10 – Positive framing)

Rewards and Sanctions

Our emphasis is always to reward good behaviour in order to positively reinforce and use it as a model and motivational tool. The most common reward is praise, verbal, non-verbal, informal and formal, to individuals or to a group, publicly or privately. These include:

- Staff congratulate children.
- Children receive class dojos and reward stickers.
- Weekly class nominations to receive the 'Pupil of the Week' award, named on newsletter.
- Head Teacher's prizes to recognise and reward hard work and attainment
- Termly Head Teacher's certificate for effort and progress (1 per class) nominated by the class teacher.
- Yearly Head Teachers' medals for outstanding effort.

Dojos

We use the class dojos system to recognise and reward individual progress, attainment and behaviour. Children are awarded with dojos over the term in recognition of abiding to 'Ready Respectful Safe'.

Restorative Approach vs Punishment:

Our approach to behaviour management is restorative and relationship focused, framed in a positive way, with connection taking precedence over correction way (Core 10 – Positive reinforcement). At Broom Cottages Primary, we believe that nurturing and restorative practices are key to building positive relationships. Restorative conversations aim to help children understand how their behaviour affects others, teach children what safe behaviour looks like, and to give them the tools they can use to avoid a similar incident happening in the future.

Restorative approaches are based on four key features:

- RESPECT – for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY – taking responsibility for your own actions
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION – working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

At Broom Cottages Primary and Nursery we recognise that 'all behaviour is communication', and ask ourselves what is this behaviour trying to communicate? We realise that this can be different for all children and may look different in some individual cases.

In the Classroom

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. When behaviour is displayed that falls below our expectations, we will follow a stepped process. All staff retain ownership for these processes and SLT may be called to offer support, but not to complete the process for staff.

Refocus	<p>Non-verbal communication through a 'look' in the hope to refocus the child.</p> <p>Staff will celebrate, acknowledge and reward good behaviour being displayed by other children around the child.</p> <p>A positive reminder of the expectations Ready, Respectful, Safe.</p>	Chatting, shouting out, off task, not demonstrating positive learning behaviours.
Reminder	<p>A clear reminder, making the pupil aware of their behaviour and your expectations, why it is inappropriate and clear communication of the consequences if they continue.</p> <p>"I am expecting you to use kind hands at all times. You are not showing me safe behaviours. When children don't use kind hands, they need to sit separately so that everyone is safe."</p> <p>"I expect you to put your hand up when you want to share your idea and are ready to learn and not shout out. When you shout out you disturb the learning for everyone else".</p>	Persistent disruption and off task behaviour, continuing to not follow instructions.
Last chance	<p>The child is placed onto the yellow card. This calm conversation needs to happen privately where possible (in the classroom).</p> <ul style="list-style-type: none"> • State negative behaviour and impact. • Link to rule. • State how behaviour needs to change. • This is your last chance. <p>If this behaviour continues, you will have time out of class.</p>	Continuation of negative behaviour.
Reflection time	<p>A few minutes of reflection time is provided for the child through a restorative conversation with the class teacher or TA outside of the classroom – time to calm/move in classroom.</p> <p>How do we move forward? What are you going to do differently? I wonder what's caused this? I wonder why ... has happened?</p> <p>This could be an opportunity to work outside of the classroom with the TA, work in the phase leader's classroom for a small period of time.</p>	

	The class teacher informs the parent of the need for the child to be removed from the classroom and have some reflection time.	
Time out & Repair	<p>The child will be removed from the classroom and sent to a member of the Senior Leadership Team (SLT). This will result in the child missing their lunchtime and attending reflection time.</p> <p>The member of SLT will have a restorative conversation (Appendix 3) and to decide when/if they return to class. Children may need to spend some time completing the missed work or thinking about how they could behave next time.</p> <p>Parents will be contacted by the member of SLT</p>	

Whole school expectations are to be displayed prominently in each classroom and referred to by the children and adults (including supply and trainee teachers). Children will be frequently reminded of the high standards of behaviour expected during class and whole school assembly times.

Consequences:

At Broom Cottages Primary and Nursery, we always encourage positive behaviour. Our behaviour management approach is based upon building strong relationships between adults and children.

The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident.

Stage 1

If a child requires time out from the classroom (Step 5) a restorative conversation will be had with the child by a member of SLT. This will be followed up with a phone call to the child's parent/s/carer. A full explanation will be provided, and any further sanctions discussed. This behaviour will be recorded on CPOMS by the class teacher. The Headteacher/Deputy Headteacher will follow this up with a record of what action has been taken.

Stage 2

If a child receives a second time out in a term, a further restorative conversation will be had with the child by a member of SLT. This will be followed up by a face to face meeting with the child's parents/carers facilitated by the Headteacher/Deputy Headteacher. For children with behaviour as an additional need, a Behaviour Support Plan (Appendix 4) will be put into place. This plan will include strategies that are being implemented to support the child in the classroom. This is shared with all adults working with the child and parents. The decision may be taken to refer the child to external agencies for further targeted support depending upon the circumstances.

Extreme Behaviours

On rare occasions, some behaviour displayed in school may be more serious as it is deemed to be 'deliberate and intentional harm' which is unacceptable as it doesn't align with 'Ready Respectful Safe'. In this circumstance, a fixed term suspension may be used. If approaches towards behaviour management through targeted plans have been exhausted, then suspension or permanent exclusion may also be necessary. In these circumstances, Broom Cottages Primary and Nursery will follow the protocols laid out within the Durham County Council, Behaviour, Attendance and Vulnerable Groups Guidance.

In the Playground

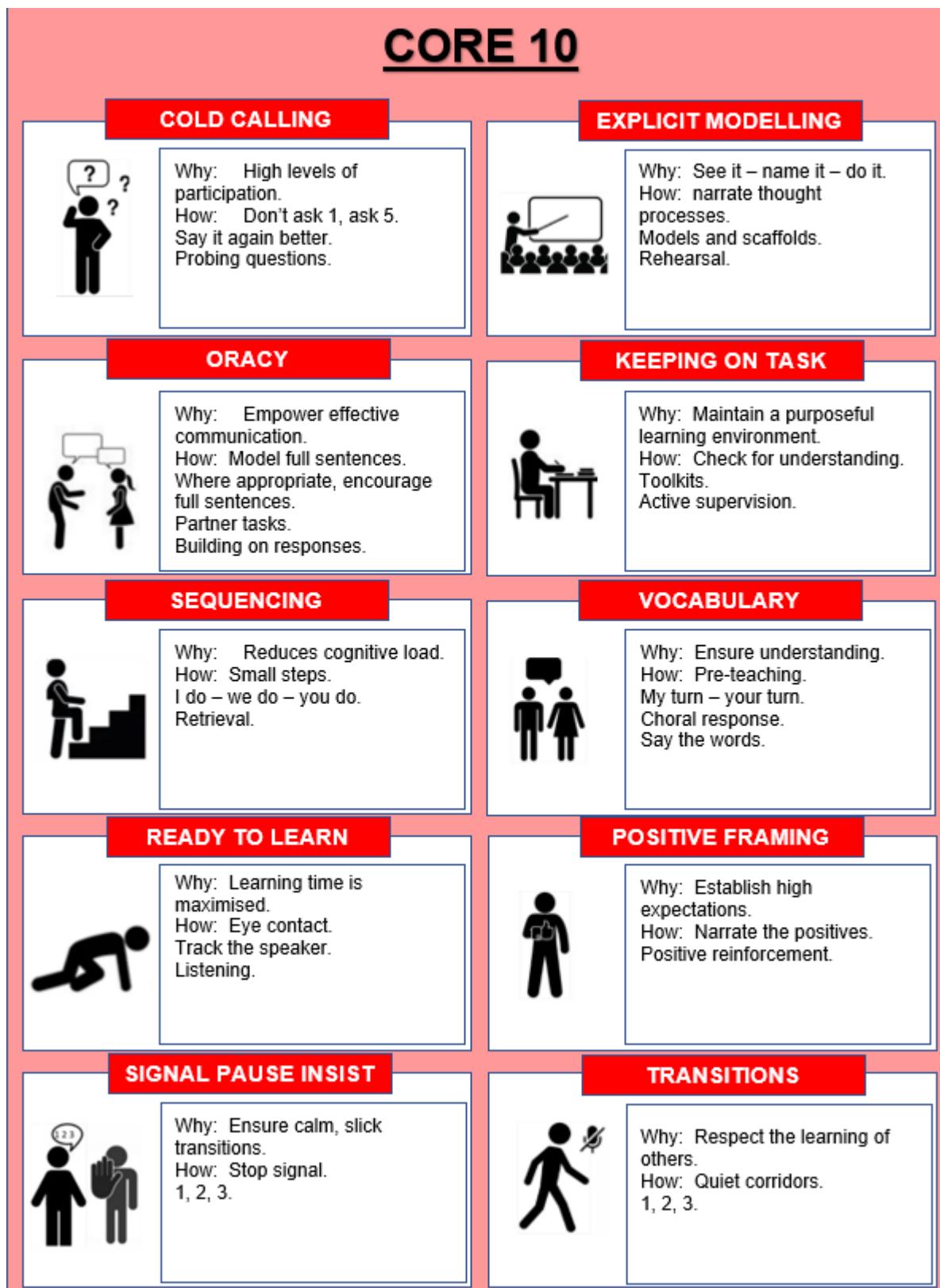
In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings. and follow 'Ready Respectful Safe'. It is the responsibility staff on the playground to supervise the children and monitor behaviour.

Pupil Support Systems

At Broom Cottages Primary, we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

We have a trained staff who are able to support with a range of emotional literacy strategies when there are concerns around a child's emotional wellbeing. We may also take the decision to refer to an outside agency for additional emotional support, such as through the EWEL team following consultation with the SENCO. Some pupils may be identified on the SEN register for SEMH or ASD, this policy may be adapted to meet the needs of individual SEN pupils.





Appendix 3

REFLECTION TIME CONVERSATION

What happened?

What happened?

What could I have done?

What should happen next?

Ready, Respectful, Safe



Young person's signature:

Adult's signature:

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INDIVIDUAL BEHAVIOUR PLAN

Name:				Year & class:		
Area of Need/s:			SEND status:		PP/FSM status:	
Intended outcomes of the IBP:						
<ul style="list-style-type: none"> • • • 						
Monitored by:						
Strengths:						
<ul style="list-style-type: none"> • • • • • 						
Challenges:						
<ul style="list-style-type: none"> • • • 						
Support strategies:						
<ul style="list-style-type: none"> • • • 						
School interventions:						
Access arrangements:						
External agencies:						
Academic progress:	Area	Target		Actual		
	Reading					
	Writing					
	Maths					
Parent/carer comments:						
Pupil voice:						
Related documents:						

IBP start date:		IBP review date:	
Summary of discussion:			
Recommendations of review meeting:			
<ul style="list-style-type: none"> a) All outcomes met – support plan to cease. Yes/No (please highlight) b) Support plan to be continued. Yes/No (please highlight) 			
Signatures			
Child:			
Parent/carer:			
Staff involved:			
Role:			
Other professional:			

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