



Relationships and Behaviour at Brinsworth Manor.

'Relationships aren't built in a day, they're built daily', - Mark Finnis

At Brinsworth Manor Junior School our vision is that **all** of **our** children, from any background, will be supported to excel both academically and socially, developing the skills of lifelong learners. Our relationship and behaviour policy outlines the approaches in place that allows us to be ready, respectful, safe and happy!

Brinsworth Manor Junior School aim to:

- Provide a safe, stable and secure learning environment.
- Create a positive school community where children's strengths, achievements and positive behaviours are continually taught and acknowledged and reinforced by praise.
- Promote behaviour that is conducive to learning and positive community values.
- Encourage students to take an active responsibility in developing themselves as independent learners.
- Have high expectations of students, teachers and the wider school community to ensure that the school both contributes to and enhances the community in which it exists.

Our School Values.

Our School Values underpin our expectations and actions. They drive us to build positive relationships with all and expect the very best behaviour from everyone. These are:

Relationship and behaviour expectations.



COURAGEOUS IN LEADERSHIP



CONFIDENT IN CHARACTER



COMPASSIONATE WITH ALL

OUR TRUST VALUES

OUR 4 C'S:

Child-centred – Our children are at the heart of all we do.

Collaborative – We work collaboratively, learning and supporting each other to maximise the achievement of our children and adults across the trust.

Curious – We embrace new learning and promote curiosity in all, always striving to improve, keeping 'the main thing the main thing'.

Challenging – We set ourselves and our children aspirational targets and are open to professional challenge and support



In every learning space you should expect to see and feel a respectful and safe environment where everyone – staff and learners – are ready to learn. We will achieve this by:

- Showing high standards of behaviour and attitudes towards everyone in our school.
- Building strong relationships through connections and mutual respect.
- Set high expectations of behaviour which challenge and support learners.
- Use positive behaviour management strategies to catch children in, not out.
- Constantly reflect on our practice and attitudes towards behaviour management.

Rewards - celebrating together.

Our school reward system is based on houses which distils our community and school values. Children and staff are sorted into houses and points are given across the school day which are recorded on Dojo. We award house points for positive learning and demonstrating our school values.

Every Friday we gather together as a community to celebrate our house and individual successes. We celebrate the star of the week and invite parents to share our celebrations.

At the end of each week we conduct our attendance raffle. Children with 100% attendance for that week are entered into a raffle which is drawn in celebration assembly.

Supporting behaviour.

Any action we take to support behaviour which may indicate that a child is struggling to demonstrate school expectations, are designed to maintain safety, build or repair relationships, prevent repetition of negative behaviour and to add courage and resilience to our community. All staff follow a graduated response.

Wave 1- every child accesses:

The steps taken to support behaviour are dependent on the needs of the individual and the situation being addressed. All staff initially consult the following guide within their classroom as part of the wave 1 offer which has a focus on restoring connection and trust to enable children to get back on track:



Behaviour & Relationships Framework

Wave 1



Support required-

3. Request support from inclusion team or SLT to provide time with the child in the classroom or to facilitate appropriate regulation support. This allows class staff to continue to support the learning of other children & provide a safe space for the child that is struggling. Parents & carers are notified at the end of the day that support was required.

Reflection -

2. Children & class adults participate in a reflection & when required a restorative conversation. These careful conversations enable to build & maintain healthy relationships, resolve difficulties & repair harm when relationships break down. Working **with** children to work out how we can get back on track. These can take place in the moment, at break times or with the facilitation of the inclusion team.

Classroom connection -

1. Adults recognise, address and remind of expectations whilst applying strategies to support the individual. Children are encouraged to re-engage with school expectations.

Wave 2 - some children may need to access:

- Group interventions: focus on social circles and supporting community values.
- Individual support plans and interventions.
- Parent engagement

Wave 3 - some children may require further support from wider professionals or agencies:



At this stage, parents will have regular contact with key staff in school in order to provide the best picture and child centred support plan. School could consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. The SENDco and SEMH Trust Lead will have a vital role to play in seeking the advice and support from the appropriate agencies.

Racism, Bullying and serious incidents.

Our school community rejects and opposes racist behaviour. Any child found behaving in a racist manner will be addressed immediately and parents/carers contacted. Time will be given to support the victims who will be treated sensitively. The school keeps a record of all racist incidents. The Governing Board/Trust will be informed of any racist incidents.

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Review date sept 2026