



Behaviour & Relationships Policy

LA POLICY

Review: Annually

Next Review Date: July 2027

Role	Name
Headteacher	Caroline Rodgers
Chair of Governors	Linda Mosley
Designated Governor	
Designated Senior Lead	Caroline Rodgers – Headteacher

1. Purpose and Ethos

At Brockley Primary School, we believe that behaviour is communication. Children's actions reflect their experiences, needs and feelings. Our role is not simply to manage behaviour, but to understand it, support children to regulate, and teach them how to build positive relationships.

We are a relational and restorative school, where strong, trusting relationships are the foundation for learning, wellbeing and behaviour. We recognise that children cannot learn effectively unless they feel safe, regulated and understood.

This policy is underpinned by:

- The Department for Education Behaviour Guidance (2022)
- Trauma-informed practice
- Restorative approaches
- Brockley's commitment to inclusion and high expectations for all

2. Core Principles

At Brockley, we will:

- **Prioritise relationships first** – connection before correction
- **See behaviour as communication** – not simply choice or defiance
- **Promote emotional regulation** before expecting reflection or consequence
- **Maintain high expectations** for behaviour, alongside high levels of support
- **Respond consistently and predictably**, so pupils feel safe
- **Avoid shame, blame and punitive responses**, which can damage relationships and self-esteem

3. Creating a Positive Environment

We actively teach and promote positive behaviour through:

- Clear, consistent expectations across school
- Explicit teaching of behaviour routines and social skills
- Recognition of kindness, effort and positive choices
- Strong adult modelling of respectful relationships
- Use of PACE (Playfulness, Acceptance, Curiosity, Empathy)
- Regular opportunities for positive attention

We understand that for some children, particularly those who have experienced trauma, trusting adults and responding to expectations takes time and support.

Pupil Behaviour Expectations

At Brockley Primary School, we have high expectations of all pupils. We believe that every child can learn and demonstrate positive behaviour when supported appropriately.

All pupils are expected to:

- Be kind, respectful and safe.
- Follow adult instructions.
- Demonstrate readiness to learn.
- Respect the learning, property and wellbeing of others.
- Use appropriate language and behaviour towards peers and adults.
- Take responsibility for their actions and seek to repair relationships when difficulties occur.
- Contribute positively to the school community.

These expectations are taught explicitly, modelled by adults and reinforced consistently across the school.

4. Understanding Behaviour

We recognise that:

- Behaviour may be shaped by past experiences, including trauma
- Some children may operate in fight, flight or freeze responses rather than making deliberate choices
- Emotional dysregulation reduces a child's ability to think, reason and reflect

Therefore:

- We do not expect children to immediately "make better choices" when dysregulated
- We prioritise co-regulation with a trusted adult
- We respond with curiosity: *"I wonder what happened here?"*

5. Responding to Behaviour

Step 1: Regulation

Adults will:

- Remain calm and regulated
- Support the child to feel safe (e.g. quiet space, trusted adult, sensory strategies)
- Avoid confrontation or escalation

Children must be calm before learning can take place.

Step 2: Connection and Reflection

Once regulated, adults will:

- Reconnect with the child
- Explore what happened using curiosity and empathy
- Help the child understand the impact of their behaviour

Step 3: Restorative Repair

We support children to:

- Take responsibility for their actions
- Repair harm done to others
- Rebuild relationships

This may include:

- Conversations
- Apologies (when meaningful and appropriate)
- Acts of restoration (e.g. helping repair or replace damaged property)

Restoration is never about punishment or embarrassment, but about learning and relationships.

6. Use of Consequences

At Brockley, we use **natural and logical consequences**, not punishments.

Natural consequences

Occur as a direct result of behaviour (e.g. feeling tired after staying up late).

Logical consequences

Are adult-guided and:

- **Related** to the behaviour
- **Respectful** in delivery
- **Reasonable** and proportionate

Examples include:

- Repairing damage caused
- Completing missed learning
- Temporary removal of an item used unsafely

We avoid:

- Unrelated sanctions
- Public shaming
- Removal from relationships
- Open-ended consequences

Punitive approaches are not effective and can reinforce negative beliefs about self.

USE OF CONSEQUENCES

Persistent or Repeated Behaviour Concerns

Whilst we prioritise understanding and support, children are also expected to meet the school's behaviour expectations.

Where a pupil repeatedly struggles to meet expectations, the school may implement additional support and intervention, including:

- Increased restorative conversations.
- Additional support from senior leaders.
- Meetings with parents or carers.
- Targeted support plans.
- Individual behaviour or regulation plans.
- Referral to external agencies where appropriate.

Any consequence will remain proportionate, respectful and focused on learning rather than punishment.

7. Supporting Children with Additional Needs

Some children require personalised approaches. This may include:

- Individual behaviour plans
- Adapted expectations
- Regulation tools and safe spaces
- Trusted adult support

- Flexible responses (e.g. time out for regulation, not punishment)

We recognise that equality does not mean treating every child the same, but ensuring each child gets what they need to succeed.

8. Serious Behaviour

Where behaviour causes harm or poses a risk:

- Safety is prioritised immediately
- Staff follow safeguarding procedures
- Senior leaders support decision-making

Even in these situations:

- We maintain a relational approach
- We explore underlying causes
- We support both the child who has been harmed and the child whose behaviour has caused harm

Suspension and Permanent Exclusion

Brockley Primary School is committed to inclusion and will always seek to understand and support behaviour.

However, there may be exceptional circumstances where behaviour poses a serious risk to the safety, wellbeing or education of others.

In such cases, the Headteacher may consider suspension or permanent exclusion in accordance with:

- Department for Education guidance.
- Derbyshire Local Authority procedures.
- The school's legal duties in relation to behaviour, safeguarding and equality.

Any decision will be fair, proportionate and made after careful consideration of all relevant information.

Bullying

Brockley Primary School does not tolerate bullying.

Bullying is behaviour that is:

- Deliberately hurtful.
- Repeated over time.

- Intended to cause physical or emotional harm.

Bullying may be:

- Physical.
- Verbal.
- Emotional.
- Online (cyberbullying).
- Prejudice-based.

Where bullying is identified, staff will:

- Act promptly.
- Investigate concerns thoroughly.
- Support all children involved.
- Work restoratively wherever appropriate.
- Implement additional safeguards and interventions when required.

Further information can be found in the school's Anti-Bullying Policy.

Protected Characteristics and Equality

Equality and Respect

Brockley Primary School is committed to promoting equality, dignity and respect.

We will not tolerate discriminatory behaviour, harassment or bullying relating to any protected characteristic under the Equality Act 2010, including:

- Race
- Disability
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

Any incidents of discriminatory behaviour will be addressed promptly and recorded appropriately.

Searching, Screening and Confiscation

The school follows Department for Education guidance on Searching, Screening and Confiscation.

Staff may confiscate items that:

- Present a risk to safety.
- Disrupt learning.
- Are prohibited within school.

Any search undertaken will be lawful, proportionate and carried out with regard for pupils' dignity and wellbeing.

Use of Reasonable Force

All school staff have a legal power to use reasonable force where it is necessary to:

- Prevent a pupil from causing injury to themselves or others.
- Prevent serious damage to property.
- Prevent serious disorder.
- Maintain the safety of pupils and staff.

Any use of reasonable force will be:

- Lawful.
- Proportionate.
- Recorded appropriately.
- Reported to parents where appropriate.

The school follows Department for Education guidance regarding reasonable force.

9. Role of Adults

All staff will:

- Build strong, consistent relationships with children
- Stay calm and professional in all situations
- Model respectful communication
- Apply this policy consistently
- Seek support when needed

We recognise that children may “test” adult responses based on past experiences. It is our responsibility to provide consistent, safe and predictable responses.

10. Working with Families

We work in partnership with families by:

- Communicating openly and supportively
- Sharing successes as well as concerns

- Supporting understanding of behaviour and strategies
- Maintaining a non-judgemental approach

11. Monitoring and Review

Behaviour is monitored through:

- MyConcern records and incident reporting.
- Analysis of behavioural patterns and trends.
- Pupil voice.
- Staff feedback.
- Attendance and safeguarding information.
- Monitoring of behaviour data by pupil groups, including SEND, disadvantaged pupils, gender and year group.

Senior leaders regularly review behaviour information to identify trends, evaluate the effectiveness of support and ensure equitable outcomes for all pupils.

Governors receive regular information regarding behaviour, suspensions, exclusions and trends as part of their monitoring responsibilities.

This policy is reviewed annually to ensure it reflects current legislation, Department for Education guidance and the needs of the school community.

In Summary

At Brockley, behaviour is not about control or punishment.
It is about relationships, understanding and teaching children how to succeed.

We believe:

- Children need connection before correction
- Regulation comes before reflection
- Consequences should teach, not punish



Brockley Behaviour & Relationships – Quick Reference

Our Approach

- Relationships first – *connection before correction*
- Behaviour is communication – *not just choice*
- Regulation before reflection – *children must feel safe to learn*
- We teach behaviour – we don't punish it

When Behaviour Happens

1. REGULATE

- Stay calm
- Reduce demands
- Support the child to feel safe
- Use a quiet space / trusted adult

If the child is dysregulated, they cannot learn or reflect

2. CONNECT

- Rebuild the relationship
- Show empathy: *"I can see this was hard"*
- Use curiosity: *"I wonder what happened?"*

3. REFLECT (when ready)

- Explore what happened
- Help the child understand impact
- Separate behaviour from the child

4. REPAIR

- Restore relationships
- Support meaningful apologies
- Repair damage or harm

Repair is about learning, not punishment

Consequences at Brockley

We use natural and logical consequences:

Effective consequences are:

- **Related** to the behaviour
- **Respectful** (private, calm)
- **Reasonable** and time-limited

Examples:

- Fixing something broken
- Completing missed learning
- Temporary removal of an unsafe item

We avoid:

- Public shaming
- Harsh or unrelated sanctions
- Removing children from relationships
- Punishments given in anger

Key Reminders

- Children may be in fight/flight/freeze (not choosing behaviour)
- Behaviour improves through consistent relationships
- Stay predictable, calm and fair
- Focus on repair, not blame
- Every interaction is a chance to teach

Language We Use

- “What happened?”
- “How can we fix this?”
- “I’m here to help”

In Summary

- Connect before you correct
Regulate before you reason
Repair rather than punish

Natural & Logical Consequences – Staff Quick Table

Behaviour	Natural Consequence (what happens anyway)	Logical Consequence (adult-guided, linked)	Adult Response (Relational)
Refuses to complete work	Work remains unfinished	Time/support to complete work later	“Let’s help you get this finished together”
Doesn’t listen to instructions	Doesn’t understand task	Re-teach during own time / guided support	“Let’s go through that again so you can succeed”
Rushes work	Work has errors	Redo or improve key sections	“Show me your best thinking – you can do this”
Forgets homework / reading book	Cannot fully take part	Structured support to catch up / reminder system	“How can we make sure this comes in next time?”
No coat in cold weather	Feels cold at playtime	Support to problem-solve (spare coat/plan)	“You’re cold—what will help tomorrow?”
Unkind words	Peers move away / upset	Apology and repair conversation	“What happened? How can we fix this?”

Behaviour	Natural Consequence (what happens anyway)	Logical Consequence (adult-guided, linked)	Adult Response (Relational)
Refuses to share	Limited play opportunities	Practise sharing with support / structured turn-taking	"Let's practise this together"
Disrupts games	Game breaks down	Reset game / rejoin when ready to follow rules	"Show me you're ready to play safely"
Throws equipment	Equipment broken / unsafe	Loss of access until used safely again	"It's not safe right now—let's try again later"
Misuses resources	Resource cannot be used safely	Removal and plan to earn back use	"What needs to change so you can use this safely?"
Runs indoors	Risk of injury	Closer supervision / limited independence	"I need you near me to keep you safe"
Damages property	Item broken	Repair, clean, or contribute to fixing	"Let's put this right together"
Avoids adult help	Continues to struggle	Adult-guided support time	"I'll help you—come with me"
Continues dysregulated behaviour	Misses learning time	Supported regulation, then catch up learning	"We'll get you ready, then help you catch up"
Unsafe use of equipment (e.g. scissors, iPad)	Activity stops naturally due to safety risk	Temporary removal with clear plan to return	"We'll pause this until it's safe to use again"

Key Distinction for Staff

- **Natural consequence:** happens without adult action
- **Logical consequence:** chosen by the adult to support learning

Both must be:

- **Related** to the behaviour

- **Respectful** (private, calm)
- **Reasonable** and time-limited

Golden Rules (Brockley Approach)

- Connect before correct
- Regulate before reasoning
- Repair instead of punish
- Keep consequences calm, fair and linked

- Always protect the relationship

Helpful Language for Staff

- “This happened because...”
- “What can we do to put this right?”
- “I’m here to help you get it right”
- “Let’s make a plan for next time”

The Brockley Way

Only My Best Is Good Enough

Respect

We treat ourselves, others and our environment with kindness and care.

At Brockley, respect means:

- We are kind in our words and actions.
- We listen when others are speaking.
- We celebrate differences and include everyone.
- We look after our school and the things we use.
- We solve problems peacefully and restore relationships when things go wrong.

Children can say:

- "I treat others how I want to be treated."
- "I use kind words."
- "I include everyone."

Resilience

We keep trying, even when things are difficult.

At Brockley, resilience means:

- We learn from mistakes.
- We challenge ourselves and do not give up.
- We manage our emotions and ask for help when needed.
- We show courage when learning something new.
- We bounce back from setbacks and keep moving forward.

Children can say:

- "Mistakes help me learn."
- "I can do hard things."
- "I keep going when learning is challenging."

Responsibility

We take ownership of our actions, learning and choices.

At Brockley, responsibility means:

- We are ready to learn and do our best.
- We make good choices.
- We take responsibility when we make mistakes.
- We help others and contribute to our school community.
- We are honest, reliable and trustworthy.

Children can say:

- "I am responsible for my choices."
- "I put things right if I make a mistake."
- "I take pride in my learning."