

POSITIVE RELATIONSHIPS POLICY



Signed (Chair):	Name:	Date:
Signed (Head):	Name: Sam Waugh	Date: Jan 2026
Ratified: by Governing Body on		Next Review:

CHANGE RECORDS SHEET

Issue no.	Date	Summary of Change	Amended by

At Brunswick School we believe that positive behaviour is developed through building genuine, emotionally healthy relationships between staff and children. We provide a warm, welcoming and supportive environment where children can learn, develop and thrive. All children are individuals and therefore equity rather than equality is central to our vision and enables us to provide the appropriate support so that all children can succeed.

Everything that happens in school is underpinned by our **three core behaviours** that shape our ethos and culture:

Child at the Centre

Love what we do

No-one is left behind

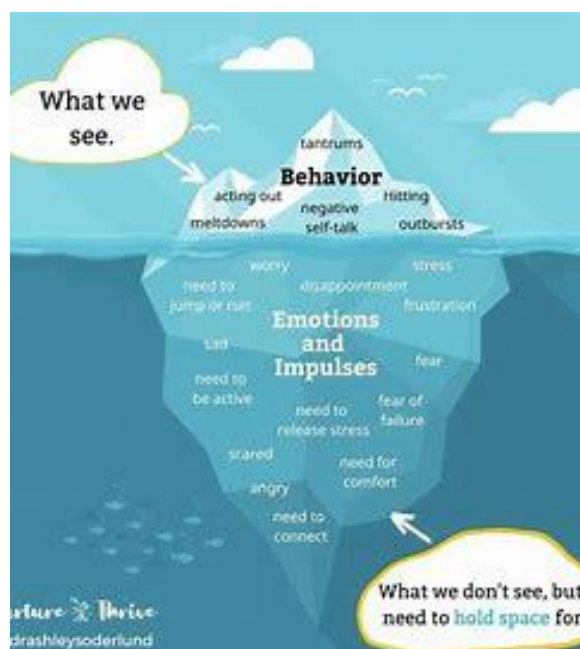
Our School Promise is shared with the children:

**We know everyone in our school is special.
We are caring towards others.
We don't give up when things are tricky!
We always try our best!**

Developing independence, resilience and responsibility for learning and behaviour is supported by the teaching of key skills found in our **Resilience Rucksack**:



In addition, as a school we recognise that behaviour is a form of communication and will always explore whether children have other unmet needs and may need support to identify, express and meet those needs. Supporting images and theories that we draw from include, **Maslow's Hierarchy of Need** and the **Iceberg Model**.



Principles:

- We, as the adults, always model calm, controlled and caring behaviour.
- We use specific praise and recognise both effort and progress of the individual alongside their age and stage of development.
- We work to develop children's social and emotional well-being through restorative relationships.
- We define as a school what we will all consistently do: recognition, expectations, and routines.
- We make our expectations explicit through clear routines.
- We have 3 simple rules which are referred to in every discussion about conduct.

Our three rules are that every child will:

1. Be Kind
2. Be Safe
3. Be Resilient

All conversations with children about conduct will refer back to these three rules.

Modelling positive behaviours as adults. As adults we will all:

- Welcome children and families into school every morning with a smile.
- Help children to develop as individuals by setting clear routines and expectations, revisiting these throughout the year
- Recognise good behaviour and effort publicly and correct the inappropriate privately whenever possible.
- Respond consistently with the same recognition, language and actions.
- Remain calm and assertive when managing inappropriate behaviours.
- Understand that young children often need support to regulate and look to us for co-regulation.

Recognising positive behaviour

- **A simple 'thank you':** All staff should look to thank children for positive behaviour whenever possible as this highlights to all children what we are looking for.
- **Stickers and/or Raffle Tickers:** All staff should use stickers as recognition for individual effort and good behaviour and following the 3 school rules.
- **Class Charts:** A class reward system is in place in each classroom for collective recognition.
- **Positive APP Message/SeeSaw Message:** When a child's behaviour has been exceptional – a role-model for all – an APP message home celebrates this effort. *Again, these should not be given out for what we expect of all children.*
- **Special Praise Certificate:** Nominating a child who demonstrates their Resilience Rucksack Skills, The School Promise or our values, rules and expectations. Presented with a certificate in celebration assembly
- **Fantastic Friday:** Monthly, a way to recognise the 'always' children who regularly go 'above and beyond' all week – follow the School Rules, School Promise and use their Rucksack Skills.

Routines:

So that every child knows exactly the expectation for common activities, staff will:

1. Teach the children a routine for all common activities e.g. lining up, quiet signal, walking to the hall etc.
2. Insist that this routine is followed by all children, every time, encouraging the high standard so that it becomes a habit.

Managing inappropriate behaviour (remember to consider the child's age and stage of development):

- All staff should consistently follow the same steps when managing inappropriate behaviour.
- Adults will be calm when managing inappropriate conduct, considering body language and the words used carefully.
- Behaviour is a form of communication so all adults will try to determine what is behind the actions.
- Children with specific needs (which impact on their behaviour and understanding) will require separate, personalised steps which have been agreed with the SENCO. An individual behaviour plan or profile on page or 1-5 scale will be put in place and shared with all relevant staff.
- Conversations correcting inappropriate behaviour should be done as privately as possible with clear explanations dependent on the age and development of the child.

Remember to carefully consider the age and developmental level of the child when managing behaviour

Cycle of steps to follow during learning time (See Appendix 1 for detail):

- 1. Gentle Reminders (as many or few as are appropriate):**
 - a. Praise another child following the rule first.
 - b. Link behaviour and conduct back to school rules.
 - c. Remind child of when they demonstrated successful conduct.
 - d. Doesn't require a long discussion.
- 2. 2nd Reminder:**
 - a. Praise another child following the rule first.
 - b. Assertive expectation *'I expect you to now...'* *'I need you to now...'*
 - c. Presuppose success *'Thank you for now doing this'*.
 - d. General check in. Is the child okay? See the **BUSS** prompt.
- 3. 3rd Reminder & end of lesson discussion/fix it:**
 - a. Specify the conduct which needs to change.
 - b. Refer back to school rule.
 - c. Remind the child of when they were successful.
 - d. Tell the child that you will see them at the end of the lesson to discuss.
 - e. Discuss with child what happened and how we could 'fix it' or what we would do differently if it happened in future (2 minutes at the end of the lesson).
 - f. Check in – **BUSS** – Is there anything I can do to help?
- 4. Thinking Time (length flexible 5-15 minutes):**
 - a. Inform the child that they have chosen to keep breaking a school rule and that this has a consequence.
 - b. Child sent to a partner class (with work) for a period of time (5-15 minutes).
 - c. Conversation at the next break discussing what happened and how it could be avoided next time.
 - d. Check in – Is there anything the matter? Anything I can do to help? **BUSS**
 - e. Warning of the consequence should this continue.
- 5. What to do if a child refuses or their behaviour places themselves or others at immediate risk:**
If the first 3 steps have been completed and a child is refusing to leave the classroom, or they are disrupting learning.
 - a. Remind the child that their choices are disrupting others and that they must now follow instructions.
 - b. Walk away and allow 'take up time' minimum 30 seconds but more time may be required.
 - c. Ask the child again to follow the instruction, telling them that refusal will result in a member of SLT being called to help them make the right choice.
 - d. Send help card to office (usually easier than taking the child to the HT office). *Do this immediately if the child is placing themselves or others at immediate risk*

Check In and Explore:

Basic needs met?

Understanding?

Language, visuals, actions

Support required?

To focus, complete or participate

Sensory Need?

Movement break, quiet time etc

6. Fix it conversation:

- a. Takes place at an appropriate time when the child is calm.
- b. Can be short for minor incidents or may be longer when there has been refusals or deregulated behaviour.
- c. Focuses on reflection and restoring relationships (not blame or further punishment):
- d. Should be with the adult who gave the reminders, but may be supervised by a member of the SLT

Cycle of steps to follow during break/ lunch times:

1. **Listen to the problem:** When you haven't seen the incident (which accounts for most incidents at break/ lunchtimes):
 - a. Ask **each child** to 'tell me what happened'. Ask **each child** not to interrupt each other. Make sure that *everyone involved gets a chance to talk*. Ask who else saw what happened and speak to them as well.
 - b. **Make sure that your body language and voice is neutral.**
 - c. Having heard all viewpoints, *summarise what happened* and ask if everyone agrees with this version of events.
 - d. **Most children just want to be heard, so please invest time in listening.**
 - e. For minor disagreements (arguments over games, miscommunications etc) offer advice about how to move forward. For accidental trips etc suggest an apology might help.
2. **Reminder: When a child or group has made a poor (although not deliberate) choice:**
 - a. Link back to the school rules.
 - b. Remind the child of when you saw them playing well.
 - c. Delivered privately away from the group.
3. **2nd Reminder: When a child or group has repeated a poor choice:**
 - a. Remind the child of the rule broken.
 - b. Explain the 'thinking time' consequence if the issue continues.
 - c. Tell the child to think carefully about their next choices.
4. **Thinking Time (after reminders, unless someone has been deliberately hurt):**
 - a. Tell the child that they now need some time to think about their choices.
 - b. Ask them to sit in the designated spot (near fish tank or stand with an adult) for 2-5 minutes.
 - c. Talk to them about what happened to lead up to this.
5. **Fix it:**
 - a. Before letting the child re-join everyone, have a quick conversation about how they will make successful choices.
 - b. End the conversation positively.

Time spent in other classes:

- This should be logged briefly on CPOMS

More Serious Behaviour:

If a child engages in any of the following more serious behaviours, the above stages (at learning time or breaktime) can be by-passed and the staff member may choose to immediately send for SLT.

- Hate speech.
- Verbal abuse or swearing at an adult
- Bullying (as defined in Anti-bullying policy)
- Extreme behaviour e.g. violence, running away, vandalism, deliberately dangerous activity.
- Violence towards adults.

Staff should remain neutral in body language and tone of voice, not arriving at a conclusion about what has happened if this is not clear.

Persistent behaviour incidents:

- If a child is repeatedly receiving final reminders and thinking time, then this pattern needs to be addressed through closer monitoring, re-focusing the child on the positive outcomes of positive choices. The child's unmet needs should be investigated by the class teacher and / or SENCo.
- The teacher should keep the family informed and involved so that we can work together to explore any issues and improve behaviour.

Persistently dangerous or disruptive actions:

- Where there is ongoing poor conduct which does not improve or where there have been severe behaviours displayed, then the school will apply the Severe Behaviours Policy, alongside this policy.
- The SENCO should be involved in working with the class teacher and parents to support the child. A Behaviour Plan will be written in consultation with all parties.

Appendix 1: Cycle of steps – language scripts: [NB This is NOT a ladder of steps]

Step	Application	Useful language
Gentle Reminder	<ul style="list-style-type: none"> • No set number of reminders • Links back to the 3 school rules or the routine which isn't being followed • Make a point of congratulating a pupil who is completing the action/request correctly first and putting the focus on the correct behaviour • Delivered as privately as possible (don't make the poor behaviour the focus) • Distraction can work well for refusal behaviours at this point 	<p>'I'm very impressed by how well [another child] is doing with X. Thank you so much.'</p> <p>'NAME, are you okay...?'</p> <p>'I can see that you are struggling with X, how can I help?'</p> <p>'Do you remember that one of our rules is X? Thank you for now doing Y.'</p>
2 nd Reminder	<ul style="list-style-type: none"> • Again, draw attention to another child following the rule first and thank them (but don't make comparisons). • Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive) • Remind child of the rule or routine which is not being followed • Explain the sanction which will be imposed if the routine, rule or instruction isn't now followed • Walk away so as not to get into a back and forth negotiation 	<p>10 second 'drive by':</p> <ol style="list-style-type: none"> 1. '[NAME] you know X is one of our rules. Doing Y is breaking our rule because.....' 2. 'I expect you to....' 3. 'If you make this [positive] choice then [explain positive outcome], if you continue with Y then [explain consequence]' 4. 'I know you will make the right choice' 5. Walk away
3 rd Reminder	<ul style="list-style-type: none"> • Uses the 30 second scripted intervention (see language) • Child needs to spend at least 2 minutes discussing the behaviours which led to this with you at the end of the lesson / session (even if the behaviours improve after this – it cannot be earned back) • Finish by reminding the child of when they did succeed in following this rule – try to be specific • Walk away so as not to get into a back and forth negotiation 	<p>30 second scripted intervention:</p> <ol style="list-style-type: none"> 1. '[NAME], I notice that you are ...[specify unwanted behaviour].' 2. 'It was the rule about being [Kind & Caring/Safe/Resilient] that you broke.' 3. 'If it continues then you have chosen to (explain step eg go to another class, talk to the teacher at break, stand with an adult outside for X mins).' 4. 'Do you remember last week when you [highlight example of the child in succeeding in following the rule]?' 5. 'That is who I need to see now [NAME].' 6. 'I know you can succeed.' 7. 'We will talk about this at the end of the session.' <p>Then walk away to give 'take up time' and avoid getting into a negotiation or shifting of blame</p>
Thinking time and discussion	<ul style="list-style-type: none"> • Sent to another place in the class / parallel classroom as appropriate for a specified time (X minutes) with work • If a child is deregulated, it might be a walk with another adult or a trip to the fish tank to give some 'thinking time.' If it is break time or PE then X minutes on a bench to allow thinking time • 5+ minute discussion at the next break about what happened and how it can be avoided in future 	<p>Deliver request to move calmly and assertively:</p> <ol style="list-style-type: none"> 1. '[NAME] you have chosen to keep [name the rule broken]' 2. 'You now need to go to....for....minutes.' 3. 'We will discuss this at the end of the session.' <p><i>Remember to send work if going into another class</i></p>

Fix it	<p>Most important part of the process:</p> <ul style="list-style-type: none"> • Can either be an informal chat at breaktime walking in the playground (walk & talk); or a more formal restorative meeting 	<p>Repair – 5 questions:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/feeling at the time? 3. What have you thought since? 4. How did this make other people feel? 5. Who has been affected? How? 6. How could we do things differently next time?
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When the child returns for the next session or from the time-out, they return to the ‘reminder’ stage (DON’T jump back to the ‘Thinking Time’ should the behaviours continue

For dangerous or severe behaviour (which you don’t feel can be handled at class teacher level):

Calling for SLT	<ul style="list-style-type: none"> • Dangerous & persistent behaviour may need the support of SLT: <ul style="list-style-type: none"> ○ Fighting ○ 2nd time out in a session ○ Throwing furniture/ breaking equipment ○ Bullying ○ Hate language ○ Disruption which prevents the class from learning • Most children demonstrating these behaviours will have an individual behaviour plan – please follow this in the first instance 	<p>Where a member of SLT is called:</p> <ul style="list-style-type: none"> • Ask SLT member to come to the class. • Speak to the child with the SLT member present to show you still have the authority • Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation
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