

Bridge Hall Primary School

Relationships and Behaviour Policy



Where Every Child Matters and Every Day Counts

Approved by the Governing Board:

(updated September 2025)

Date for review:

December 2026

The ethos of our school is portrayed through our values: Excellence, Inclusion and Community. These are displayed around our school and are regularly referred to.

All staff and children follow these values to promote a consistent approach in supporting the behaviour across our school.

Key principles within our values:

Excellence - unconditional positive regard, adults are role models for behaviour, consistent high standards and expectations

Inclusion - relationships come first, consequences do not shame children, behaviour is a form of communication, predictable routines/expectations/responses to behaviour, a whole school approach, adaptive teaching strategies

Community - effective home-school partnerships, promote a positive approach, compassion, collaboration with families and services

Aims:



- Pupils will be encouraged to develop positive behaviour for learning, in recognition of its importance as a lifelong skill
- Enable staff to support children with their behaviour by providing pupils with strategies to manage their own behaviour
- Maintain a calm and purposeful working atmosphere
- Ensure that all children and adults have a sense of belonging, feeling safe, secure and valued
- Provide a clear, fair and consistent approach to behaviour
- Foster, nurture and value strong and healthy relationships
- Ensure that pupils are intrinsically motivated to do the right thing because it is the right thing to do

At Bridge Hall, we recognise that most children self-regulate their behaviour and behave very well, rarely needing reminding about how to behave. We want to encourage these children and also encourage the children, who may not behave appropriately sometimes, to manage their behaviour positively.

We have the following underpinning principles:

- Positive relationships are imperative to our practice between all members of our school community
- Children and adults have a sense of belonging, and feel safe, secure and valued
- People learn to cope with all aspects of their lives, with support from others
- Responsibility and accountability for one's own actions and their impact on others
- Respect for other people, and their views, feelings and circumstances
- Empathy with the feelings of others that are affected by one's own actions
- A willingness to create opportunities for reflective change in pupils and staff

We have in place a variety of praise systems to promote good behaviour, outlined in the table below:

School Value	Examples of showing our school values	Examples of possible recognitions/rewards
	<ul style="list-style-type: none"> ★ Walking in/out and around school in silence ★ Following instructions given by an adult ★ Hands up and waiting patiently to answer questions ★ At break and lunch time - standing still when the whistle blows and then walking to line up sensibly on the second whistle ★ Showing a positive mindset and good engagement in all lessons ★ Showing resilience across all lessons ★ Displaying good listening skills - eye contact, facing the teacher ★ Completing work to a good standard ★ Displaying good sportsmanship ★ Showing good manners to peers and adults in/out school 	<ul style="list-style-type: none"> ★ Class dojo linked to school value ★ Verbal praise and recognition ★ Stickers - during lessons and lunchtimes ★ Praise Postcard ★ Star of the week ★ Name on the recognition board ★ Headteacher Award ★ Work displayed on our 'School Value' boards ★ Phone call home to parents/carers ★ Work/achievement displayed on class displays/working walls
	<ul style="list-style-type: none"> ★ Responding politely to adults greetings and instructions ★ Maintaining a clean and tidy environment - both in the classroom and around school ★ Joining in our singing/signing assemblies ★ Wearing the correct uniform everyday ★ Having good attendance ★ Being a positive role model to other students ★ Showing compassion and empathy towards others ★ Representing the school positively on extra-curricular activities/events ★ Effectively contributing during lessons ★ Displaying our school values within our community - in and out of school hours ★ Taking care of and helping improve our local environment 	<ul style="list-style-type: none"> ★ Opportunities to be a School and/or Sports Councillor or Head Student ★ Representing the school in sporting events ★ Being selected for our School Choir ★ Trips linked to a school value ★ Selected for privileges around school
	<ul style="list-style-type: none"> ★ Working collaboratively with peers ★ Encouraging positive relationships in class and at playtime/lunchtime ★ Responding to Restorative Approaches to resolve conflict ★ Inviting someone to sit with you at lunchtime ★ Celebrating others successes ★ Being accepting of everyone ★ Making everyone feel welcome ★ Recognising and reporting unwanted behaviour from other people 	

However, we understand that occasionally children may behave inappropriately. When children display this behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. We remember that ‘all behaviour is communication’.

School Value	Examples of <u>not</u> showing our school values	Examples of possible resolutions/consequences
	<ul style="list-style-type: none"> ★ Refusing to complete class work ★ Using inappropriate language ★ Disrupting the learning - calling out, not sat appropriately ★ Leaving the classroom without permission ★ Being physical towards another student or member of staff ★ Showing poor sportsmanship 	<ul style="list-style-type: none"> ★ Verbal warning outlining possible consequences ★ Guided towards natural consequences e.g. tidying up their mess ★ Resolution Dojos ★ Parents/carers informed ★ Loss of free-time ★ Moved to another seat within the classroom
	<ul style="list-style-type: none"> ★ Leaving peers out of conversations/games ★ Not looking after our school environment - leaving cloakrooms untidy, untidy desks and classrooms, dropping litter/fruit/food ★ Vandalising school property ★ Not taking care of our school equipment ★ Wearing the incorrect uniform ★ Poor attendance ★ Causing harm or upset to others 	<ul style="list-style-type: none"> ★ Working within ‘The Hub’ ★ Time out of class to have a Restorative Conversation ★ Explicit targets set ★ Completing work/tasks during break time/lunchtime or after school ★ Positive behaviour report ★ Parent/carer meetings with a teacher or member of the Senior Leadership Team
	<ul style="list-style-type: none"> ★ Saying unkind words to someone ★ Not working collaboratively with peers ★ Being discriminative towards others ★ Talking/shouting over others ★ Displaying acts of Hate Crime in and out of school 	<ul style="list-style-type: none"> ★ Working outside the classroom with a member of the Senior Leadership Team ★ Reducing opportunities to take part in extra-curricular activities/trips ★ Limited privileges around school ★ Work time in ‘the hub’

Restorative Approach:

Our behaviour and relationships policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

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 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 Bridge Hall Primary, we use restorative approaches to encourage everyone to take responsibility for their behaviours. Staff are trained in restorative approaches and can apply this to resolving situations in school.

When using restorative questioning, questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

Record Keeping:

Minor incidents will be dealt with and managed by staff in school. These will not always be reported to parents as they are seen as a normal part of the school day. Parents will be informed if a more serious or physical incident has taken place. CPOMS will be used by school staff, to record incidents and any follow-up action that has taken place.

Incidents which result in the need for physical intervention to keep the child or other people safe, where a child shows rigorous resistance, will result in staff completing a physical intervention recording form in line with local guidance, and staff will review plans for that child to reduce the likelihood of further incidents where the child or other people are not safe.

Incidents involving language or behaviour prejudicial against membership or perceived membership of one of the 9 protected characteristics identified in the Equality Act (2010) (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) will be treated as a hate incident. As such, in addition to recording on CPOMS, an anonymised record will be made for reporting to school governors and the local authority.

Children with additional needs:

We recognise that some of our children may have specific behavioural or learning needs; they may have communication difficulties or low self-esteem. This policy will be adapted to suit the needs of individual children whilst still underpinning or school values. We may seek the support of outside agencies, who work closely with us, and individual plans may be produced collaboratively with the child and families.

Anti-Bullying:

We believe that the time we devote to building and developing relationships, means that we have few incidents of bullying. However, we do not become complacent and this policy should be read in conjunction with our Anti Bullying Policy.

Exclusions:

We aim to solve behaviour problems before this point. However, continued disruptive behaviour or serious incidents of misbehaviour may result in either a Fixed Period Exclusion or Permanent Exclusion. These measures are seen as a last resort. We recognise the damaging effects of excluding children as it leaves them open to further social exclusion.

We will ensure that all parents of excluded pupils are informed appropriately of their responsibilities with regard to appropriate supervision of their child whilst excluded. The class teacher will ensure that adequate and appropriate work is provided for completion at home during the period of exclusion.

Following all instances of exclusion, the Head Teacher will arrange a reintegration meeting. Consideration will be given to using a Pastoral Support Plan at the reintegration meeting, this will give targets for the pupil, school and parent to work together to reduce the likelihood of future exclusions.

In the unlikely event of permanent exclusions, or temporary exclusions of more than five days, the Head Teacher will notify the Local Authority and the Governing Board's Discipline Committee. The procedures to be followed by the Head Teacher and Governing Board regarding exclusion are prescribed by law, and will be followed exactly.