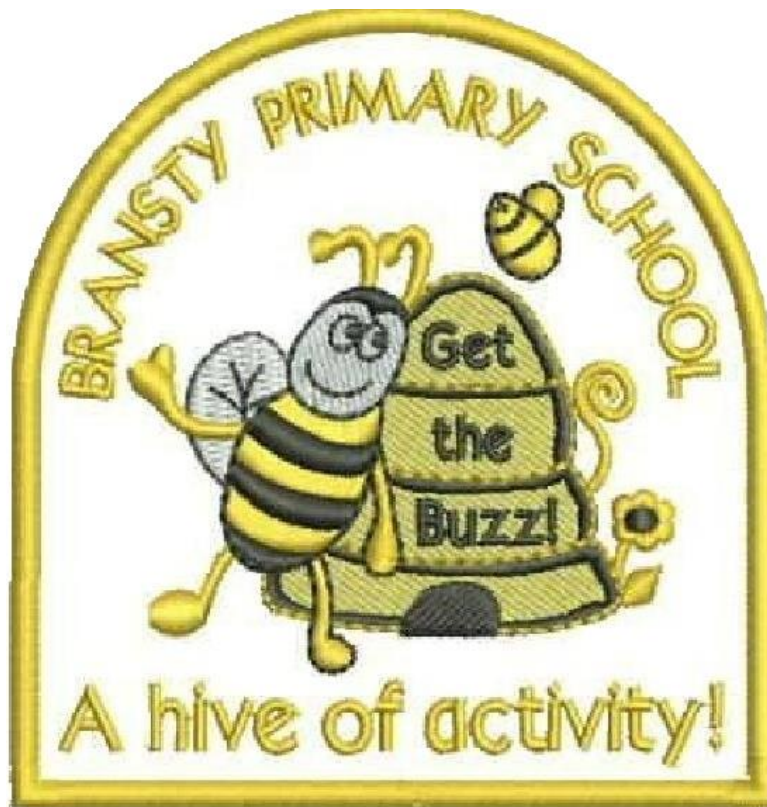


Bransty Primary School

Our Relationship and Belonging Policy



Policy owner: Headteacher

Approved by: [Headteacher / Governing Body as appropriate]

Date approved: [Insert date]

Review cycle: Annually, or sooner if statutory guidance changes

Next review: [Insert date]

1. Purpose

At Bransty Primary School, we believe that every child belongs. This policy sets out how we build a calm, safe, inclusive and respectful school culture where children can learn, flourish and make a positive difference.

Our approach is relational, restorative and trauma-informed. We use unconditional positive regard: every child is valued, even when their behaviour needs support, repair or change. We separate the child from the behaviour, hold clear boundaries, and help children learn the skills they need to be safe, successful and connected.

This policy explains:

- the behaviour culture we teach and expect;
- how we prevent difficulties through relationships, routines and high-quality teaching;
- how we respond when behaviour causes harm or disruption;
- how we support pupils with SEND, additional needs, trauma or mental health needs;
- how we meet our legal duties in relation to behaviour, safeguarding, equality, bullying, searching, reasonable force, suspension and exclusion.

This policy should be read alongside the schools:

- Child Protection and Safeguarding Policy;
- SEND Information Report / SEND Policy;
- Attendance Policy;
- Anti-Bullying procedures;
- Online Safety Policy;
- Staff Code of Conduct;
- Positive Handling / Restrictive Intervention procedures;
- Complaints Policy.



2. Our values: Be Bransty

Our behaviour culture is built around our school values. These values help children understand what it means to belong, learn, repair and grow as part of the Bransty community.

Be respectful

At Bransty, being respectful means speaking and acting with care. We teach children to listen to others, use kind and appropriate language, care for property and recognise that everyone has the right to feel safe and valued. Adults model respectful relationships through calm tone, predictable routines and emotionally regulated responses. When respect has been lost, we use restorative conversations to help children understand the impact of their actions and repair relationships.

Be inclusive

Being inclusive means that everyone belongs and everyone matters. We actively teach children to welcome difference, include others in learning and play, and challenge unkindness or discrimination. Our relational approach recognises that each child may need different support to feel safe, connected and successful. We make reasonable adjustments where needed and work to ensure that no child is defined by their behaviour, background, need or circumstance.

Be kind

Being kind means noticing others and helping where we can. We encourage children to show empathy, compassion and care in their words and actions. Kindness is taught through daily interactions, stories, assemblies, curriculum learning and restorative practice. When children find kindness difficult, adults help them understand feelings, recognise harm and learn how to make things right. We celebrate kindness as a strength that helps our whole school community feel safe and connected.

Be your best

Being your best means trying hard, learning from mistakes and continuing to improve. We want children to understand that success is not about being perfect, but about effort, courage and growth. Adults support children to take responsibility for their learning and behaviour through encouragement, clear expectations and high-quality teaching. When behaviour gets in the way of learning, we treat this as something to be taught, practised and supported so that every child can experience success.

Be resilient

Being resilient means keeping going and asking for help when we need it. We teach children that challenges, mistakes and big feelings are part of learning and growing. Through our trauma-informed and emotionally supportive approach, adults help children develop strategies to regulate, problem-solve and recover when things feel difficult. Resilience is built through trusted relationships, nurture, encouragement and opportunities to reflect, repair and try again.

Be safe

Being safe means looking after ourselves, others and our school. We teach children to make choices that protect physical safety, emotional safety and online safety. Adults respond quickly and calmly when behaviour may cause harm, using clear boundaries, support and proportionate consequences. Safety is the foundation of belonging: every child and adult has the right to learn, work and play in an environment that is calm, respectful and free from bullying, discrimination, intimidation or harm.

Together, we make a difference.

These values are taught explicitly, modelled by adults and revisited through assemblies, class discussions, curriculum learning, routines, restorative conversations, myHappyMind lessons, Learning Pathway interventions and daily interactions.

3. Our principles

3.1 Unconditional positive regard

Every child is worthy of dignity, care and belonging. Adults will:

- welcome children warmly and consistently;
- show empathy and curiosity before judgement;
- separate the behaviour from the child;
- recognise strengths and effort;
- maintain clear, fair and predictable boundaries;
- repair relationships after conflict or harm.

Unconditional positive regard does not mean ignoring unsafe or harmful behaviour. It means responding in a way that protects everyone while helping the child learn, repair and grow.

3.2 Behaviour is communication

Behaviour can communicate an unmet need, a lagging skill, distress, frustration, anxiety, sensory overload, trauma, difficulty with learning, or a need for connection. Adults will ask:

- What has happened?
- What might this child be communicating?
- What skill or support is needed?
- Who has been affected?
- What needs to happen now to restore safety, learning and belonging?

3.3 Relational and restorative practice

Relationships are central to behaviour, learning and wellbeing. When things go wrong, we aim to restore safety and connection. Restorative practice helps children understand impact, take responsibility and repair harm where it is safe and appropriate.

3.4 Trauma-informed practice

We recognise that some children have experienced adversity, loss, trauma or disrupted attachment. Staff use approaches that prioritise emotional safety, predictable routines, co-regulation, trusted relationships and reduced shame.

3.5 High expectations with high support

We have high expectations for all children. Some children will need additional support, reasonable adjustments or personalised plans to meet those expectations. Fair does not always mean identical; fair means giving each child what they need to succeed while keeping everyone safe.

4. Legal and statutory framework

This policy is written with regard to relevant legislation and guidance, including:

- Education Act 2002;
- Education and Inspections Act 2006;
- Equality Act 2010;
- Children and Families Act 2014;
- Keeping Children Safe in Education;
- Behaviour in Schools: advice for headteachers and school staff;
- Searching, Screening and Confiscation: advice for schools;

- Suspension and Permanent Exclusion guidance;
- Working Together to Improve School Attendance;
- SEND Code of Practice: 0 to 25 years;
- DfE guidance on restrictive interventions and the use of reasonable force in schools.

The Head teacher is responsible for implementing this policy and securing acceptable standards of behaviour. The Governing Body is responsible for setting the school's behaviour principles and ensuring the policy is published and reviewed as required.

5. Roles and responsibilities

5.1 All adults will

- model Bransty values in words, tone and actions;
- build positive relationships with pupils;
- teach and revisit routines and expectations;
- use calm, respectful language;
- recognise and praise positive behaviour;
- respond to behaviour consistently and proportionately;
- use restorative and relational approaches wherever appropriate;
- record significant incidents in line with school systems;
- follow safeguarding procedures where behaviour may indicate risk, harm or unmet need;
- seek support when behaviour is persistent, unsafe or escalating.

5.2 Senior leaders will

- lead and monitor the school's behaviour culture;
- ensure staff receive appropriate induction, training and support;
- analyse behaviour records for patterns, including any disproportionate impact on groups with protected characteristics;
- support staff, pupils and families with complex behaviour needs;
- ensure legal duties are met in relation to safeguarding, SEND, equality, exclusions, searching and reasonable force.

5.3 Pupils will be supported to

- follow the Be Bransty values;
- listen to adults and each other;
- keep themselves and others safe;
- use kind and respectful words;
- care for school property and the environment;
- take responsibility for their choices;
- repair harm when things go wrong;
- ask for help when they need it.

5.4 Parents and carers are asked to

- support the school's values and expectations;
- speak respectfully to staff, pupils and other families;
- work in partnership with school when concerns arise;
- share information that may affect their child's wellbeing or behaviour;
- support attendance, punctuality, uniform and readiness for learning;
- avoid using social media in ways that could harm pupils, staff or the school community.

6. Teaching the behaviour curriculum

My Happy Mind Curriculum

At Bransty Primary School, our relationship and belonging approach is supported by the **myHappymind** curriculum, which is taught progressively from Nursery to Year 6. This curriculum helps children develop an age-appropriate understanding of how their brains work, including how brain development can influence feelings, thoughts, choices and behaviour. From an early age, pupils are taught strategies to recognise emotions, understand their responses, build resilience, develop positive relationships and support their own mental wellbeing. Through this shared language and whole-school approach, children are better equipped to understand themselves and others, regulate their emotions, and make positive choices within the school community.

Behaviour is taught, practised and revisited. We teach children what our values look like in different parts of school life, including:

- arriving at school and transitions;
- classrooms and learning spaces;
- corridors and shared areas;
- playgrounds and lunchtimes;
- assemblies;
- visits, clubs and events;
- online spaces;
- journeys to and from school.

Adults teach expectations through:

- clear routines;
- modelling;
- visual prompts;
- praise and narration of positive behaviour;
- class charters and circle time;
- social stories or individual supports where needed;
- restorative reflection after incidents.

7. Recognition and belonging

We deliberately notice and celebrate behaviour that reflects our values. Recognition may include:

- specific verbal praise;
- sharing success with parents and carers;
- stickers, certificates or class rewards;
- celebration assemblies;
- responsibilities and leadership roles;
- recognition for effort, kindness, resilience, inclusion and improvement.

Recognition is not only for visible achievement. We value quiet effort, repair, persistence, courage, honesty and small steps of progress.

8. Responding when behaviour is difficult

When behaviour falls below expectations, adults will respond calmly, consistently and proportionately. The first priority is always safety and restoring a calm learning environment.

Our response will usually follow this graduated approach:

Step 1: Regulate

- Use calm tone, space, reduced language and non-verbal cues.
- Offer co-regulation, movement, sensory support or a trusted adult where needed.
- Avoid public shaming or unnecessary confrontation.

Step 2: Relate

- Connect before correcting where possible.
- Show curiosity: "I can see something is difficult. I am here to help."
- Remind the child of the value or routine needed.

Step 3: Redirect

- Give a clear instruction or choice linked to expectations.
- Use reminders, scripts, visual supports or a change of task/place if helpful.
- Provide take-up time.

Step 4: Repair and restore

When the child is calm, staff will help them reflect. This may include:

- What happened?
- What were you feeling or needing?
- Who was affected?
- What needs to happen to put things right?
- What can we do differently next time?

Restorative work will only take place when it is safe and appropriate. The views and needs of anyone harmed will be considered carefully. A face-to-face restorative conversation will not be forced.

Step 5: Consequence and support

Consequences are used to protect safety, restore learning, repair harm and teach responsibility. They will be logical, proportionate and linked to the behaviour wherever possible. Examples include:

- completing missed learning;
- repairing or replacing damaged property;
- apologising or making amends where appropriate;
- loss of a privilege for a defined period;
- supported reflection time;
- temporary change of seat, group or space;
- increased adult support or check-ins;
- communication with parents/carers;
- individual support plan or risk assessment;
- involvement of Senco, DSL, pastoral staff or external agencies.
- direction to Learning Pathway Intervention

Consequences are not used to humiliate, frighten or shame children.

Pathway Model

At Bransty Primary School, when a behaviour needs to be addressed, we view this as an opportunity for teaching and learning. Behaviour is not simply corrected; it is understood, taught and practised. Depending on the behaviour seen, the child's age and stage of development, and any identified needs or circumstances, the pastoral team may complete a targeted **Learning Pathway intervention** with the child. This pathway may vary in length, usually between one and six sessions, and is designed to help the child understand the behaviour, recognise its impact, develop new skills and practise alternative responses. The aim is not a short-term fix, but lasting and sustained change, enabling the child to feel safe, successful and connected within the school community.

9. Serious or persistent behaviour

Some behaviours require immediate senior support and may lead to higher-level consequences, alongside support and safeguarding consideration. These include:

- physical aggression or violence;
- bullying, prejudice-based or discriminatory behaviour;
- sexual violence or sexual harassment;
- racist, homophobic, biphobic, transphobic, sexist, disablist or otherwise discriminatory language or conduct;
- significant disruption to learning;
- unsafe behaviour that places self or others at risk;
- damage to property;
- theft;
- online abuse or harmful use of technology;
- possession or use of prohibited items;
- behaviour outside school that affects safety, wellbeing, the orderly running of school or the reputation of the school.

Where behaviour is serious or persistent, leaders will consider:

- the child's age and stage of development;
- SEND, disability, medical needs or mental health needs;
- trauma, adversity, bereavement or known contextual factors;
- safeguarding concerns, including exploitation or abuse;
- whether reasonable adjustments are required;
- the impact on other pupils and staff;
- whether additional assessment, support or external agency involvement is needed.

Support and consequences can happen at the same time.

10. Bullying and discrimination

Bullying, including online bullying, prejudice-based bullying and discriminatory bullying, is not tolerated at Bransty Primary School.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. It can include an imbalance of power.

All reports of bullying or discrimination will be taken seriously, recorded and investigated. The school will support those who have been harmed, address the behaviour of those responsible, work with families where appropriate, and take action to prevent recurrence.

Discriminatory behaviour relating to protected characteristics under the Equality Act 2010 will be addressed promptly. Protected characteristics include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. In a primary school context, particular attention will be paid to preventing and addressing discrimination linked to disability, race, religion or belief, sex, sexual orientation and gender reassignment.

11. Child-on-child abuse, sexual violence and sexual harassment

All staff understand that children can abuse other children and that this can happen inside or outside school and online. Concerns may include bullying, physical abuse, sexual violence, sexual harassment, consensual or non-consensual sharing of nude or semi-nude images, up skirting, initiation-type violence or abuse, and harmful sexual behaviour.

Staff will follow the Child Protection and Safeguarding Policy and report concerns to the Designated Safeguarding Lead. The school will take a safeguarding-led response, considering the needs of all children involved. Behaviour consequences may also apply where appropriate.

Sexual violence and sexual harassment are never acceptable and will not be dismissed as “banter”, “part of growing up” or “just having a laugh”.

12. SEND, disability and reasonable adjustments

We have high expectations for pupils with SEND and disabilities, and we recognise our duty to make reasonable adjustments so that pupils are not disadvantaged by our policies or practices.

When behaviour concerns arise, staff will consider whether a pupil’s SEND, disability, communication needs, sensory needs, medical needs or mental health needs may have contributed. This does not mean unsafe behaviour is ignored; it means the response must be lawful, proportionate and supportive.

Support may include:

- adapted routines or expectations;
- visual supports;
- sensory regulation plans;
- individual behaviour support plans;
- risk assessments;
- nurture or pastoral support;
- involvement of the SENCo;
- advice from external professionals;
- review of provision, curriculum, environment or timetable.

13. Safeguarding and behaviour

Behaviour may be a sign that a child is experiencing harm, distress, exploitation, neglect, abuse, bullying, mental health difficulty or unmet need. Staff will remain professionally curious and follow safeguarding procedures where there are concerns.

If behaviour gives cause to suspect that a child is suffering, or is likely to suffer, harm, staff must report this to the Designated Safeguarding Lead or deputy without delay.

14. Searching, screening and confiscation

The school follows DfE guidance on searching, screening and confiscation.

The Headteacher and authorised staff may search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, or any item identified in school rules as banned. Staff may also search with a pupil's informed agreement.

Prohibited items include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarette papers and vapes;
- fireworks;
- pornographic images;
- any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage property.

Where electronic devices may contain harmful, abusive or illegal material, staff will follow safeguarding procedures and DfE guidance. Staff will not intentionally view, copy, print, share, store or save nude or semi-nude images of children.

Confiscated items will be dealt with lawfully and proportionately. Police will be contacted where required, including where weapons, suspected illegal drugs, certain images or evidence of a suspected offence are involved.

15. Mobile phones and technology

Pupils must follow the school's rules on mobile phones, smart watches and electronic devices. These rules will be communicated clearly to pupils and families.

Where a device is used in a way that disrupts learning, compromises safety, enables bullying, captures images without permission, or breaches online safety expectations, it may be confiscated and parents/carers may be contacted. Safeguarding concerns will be referred to the DSL.

Reasonable adjustments will be considered for pupils who need a device for medical, disability or agreed safety reasons.

16. Removal from class and internal support

Removal from class is a serious response and will only be used when necessary, such as:

- to maintain safety;
- to restore calm after significant disruption;
- to allow learning to continue;
- to support a pupil to regulate in a supervised space.

Removal is not the same as a brief step outside for a conversation or regulation break. Pupils will not be locked in a room. Parents/carers will be informed where removal is significant or forms part of an escalating pattern. Leaders will monitor use of removal to identify patterns and ensure it is proportionate, lawful and not discriminatory.

17. Restrictive intervention and reasonable force

The school is committed to reducing the need for restrictive intervention through positive relationships, de-escalation, risk assessment and proactive support.

Reasonable force may only be used where necessary and proportionate to prevent a pupil from:

- committing an offence;
- injuring themselves or others;
- damaging property;
- causing serious disruption or compromising safety.

Any use of reasonable force or restrictive intervention must follow school procedures, be recorded, reported and reviewed. Parents/carers will be informed in line with policy and statutory guidance. Where a pupil may require planned physical intervention, this will be addressed through an individual plan and risk assessment.

18. Suspension and permanent exclusion

Suspension and permanent exclusion are serious sanctions and will only be used in line with statutory guidance and the school's Suspension and Permanent Exclusion Policy.

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of this policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Where a pupil is suspended, the school will plan reintegration carefully, considering support, repair, reasonable adjustments and any safeguarding or SEND needs.

19. Behaviour outside school

The school may respond to behaviour outside school, including online behaviour, where it is reasonable to do so. This may include behaviour:

- during school visits or activities;
- when travelling to or from school;
- when wearing school uniform;
- when identifiable as a Bransty pupil;
- that affects the safety or wellbeing of pupils or staff;
- that affects the orderly running or reputation of the school.

Responses will be proportionate and take account of the circumstances.

20. Working with parents and carers

We value partnership with families. Where behaviour concerns arise, we will aim to communicate early, listen carefully and work together to understand needs and agree next steps.

Parents and carers should raise concerns calmly and respectfully with the class teacher, senior leader or Headteacher. Abusive, threatening or harassing behaviour towards staff, pupils or families will not be accepted and may be addressed through the school's procedures for managing unacceptable visitor or parent conduct.

21. Recording, monitoring and review

The school will record significant behaviour incidents, bullying, discriminatory incidents, restrictive interventions, suspensions and exclusions in line with school procedures.

Leaders will monitor records to identify:

- patterns for individuals or groups;
- repeated incidents or locations;
- possible unmet needs;
- safeguarding concerns;

- disproportionality linked to SEND, disability or protected characteristics;
- staff training or support needs;
- effectiveness of interventions.

This policy will be reviewed annually and updated sooner if statutory guidance changes.

Appendix 1: Bransty restorative reflection prompts

Adults choose prompts appropriate to the child's age, stage and emotional state.

1. What happened?
2. What were you thinking or feeling at the time?
3. What do you think or feel now?
4. Who has been affected and how?
5. What value do we need to come back to?
6. What needs to happen to repair things?
7. What help do you need next time?

Appendix 2: Be Bransty behaviour curriculum overview

Value	What this looks like
Be respectful	We listen, use kind words, care for property and accept differences.
Be inclusive	We welcome others, make space for everyone and challenge unkindness.
Be kind	We help, encourage, notice feelings and repair harm.
Be your best	We try hard, join in, learn from mistakes and take pride in our work.
Be resilient	We keep going, use strategies, ask for help and try again.
Be safe	We use safe hands, safe words, safe movement and safe choices online and offline.

Appendix 3: Graduated response guide

Level	Examples	Adult response
Low-level difficulty	Calling out, off-task behaviour, minor disruption, refusal, unkind words	Regulate, relate, remind, redirect, praise when corrected, brief restorative check-in if needed.
Repeated or concerning behaviour	Persistent disruption, repeated refusal, repeated unkindness, unsafe play, damage, leaving area without permission	Parent/carers contact, restorative reflection, logical consequence, pastoral/SENCo consideration, support plan if needed.
Serious behaviour	Aggression, bullying, discriminatory behaviour, sexual harassment, significant damage, dangerous behaviour, prohibited items	Senior leader involvement, safeguarding consideration, parent/carers contact, recorded investigation, proportionate consequence, risk assessment/support plan, external agency involvement where needed.

Appendix 4: Equality and inclusion statement

Bransty Primary School will apply this policy fairly and consistently while meeting duties under the Equality Act 2010. We will make reasonable adjustments for pupils with disabilities and will consider SEND, communication needs, trauma, mental health and safeguarding factors when responding to behaviour. We will monitor behaviour data to identify and address any disproportionate impact on pupils or groups.