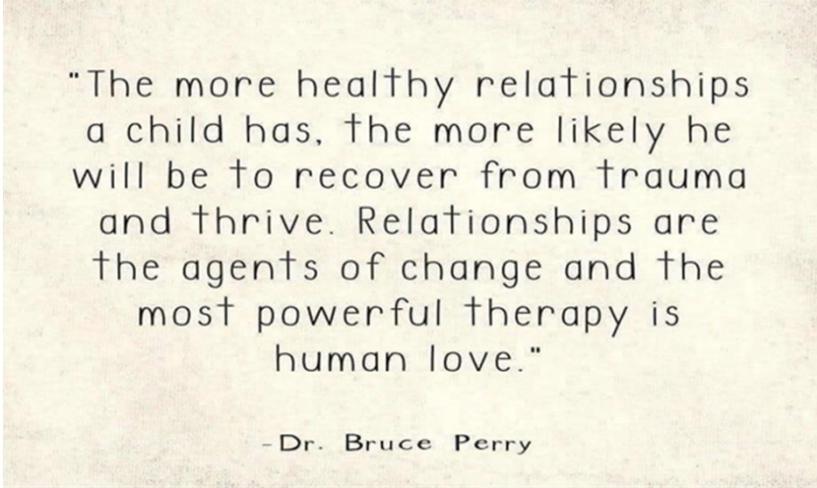# Behaviour & Relationship Policy

This policy reflects our commitment in ensuring every member of our Academy community will promote a safe, positive and caring environment which enables all our pupils to value themselves and others, and become responsible, successful citizens of the future.

Created June 2025
Review: July 2027

Rationale

At Brookside Academy, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on wellbeing increases the likelihood of children achieving their full potential, so it is vital that wellbeing is placed at the very heart of our curriculum offer.

We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We recognise the link between understanding of the needs of children and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers; we can offer the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient, life-long learners.

Guided by a trauma informed approach, we focus on relational connection and regulation first. We will do this by putting relationships at the heart of our approach by truly listening and responding to our children's voices, to create and foster a safe and happy environment where all feel safe, secure and respected.

This Relational Policy refers to DfE statutory guidance and Academy documents that should be read alongside this policy. It will be updated in line with National DFE statutory policy changes.

- Keeping Children Safe in Education

- Safeguarding and Child Protection policy

- Peer on Peer Abuse Policy

- Anti-bullying policy we have a zero tolerance to bullying (including cyberbullying, prejudice based and discriminatory bullying).

- Absconding Police
- Safe Touch Policy

Aims and Objectives

- To provide a framework for our understanding and insight into behaviour and how this relates to pupils' educational attainment.
- To build a community which values kindness and empathy for others.
- To provide guidance to staff, parents and carers, governors and other stakeholders on how to support pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our beliefs with evidence-based practice and current research.
- achieve these aims we will:
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community.
- Create a culture with high expectations for good behaviour supporting life-long learning through a positive and safe school climate.
- Provide a safe, nurturing environment, using responsibility, PACE (Playfulness, Acceptance, Curiosity and Empathy) and restorative approaches to foster appropriate behaviour.
- Promote self-awareness, self-control and acceptance of responsibility for our own actions. o Maintain a consistent, safe, caring and happy school community.

Managing behaviour relationally:

We strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles:

- We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour. We accurately assess and understand the pupils' needs by referring to their support plans and / or EHCPs.
- We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. *We provide empathy as an antidote to shame.*
- We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage the children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are the adults and that children are still growing, learning and developing. Mistakes are part of the learning process; we recognise that all our pupils are at different stages of the developmental process. We don't make a judgement about it; instead, we support and guide our pupils to make appropriate choices.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. This does not exclude the use of sanctions as consequences, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

- By supporting the growth of emotional development and self-regulating skills pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.
- Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on personal and professional experiences and training and experiential learning. All staff will be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how and why it impacts on their behaviour.
- In recognition of the P and 3 R's (see below), all incidents will conclude with a restorative conversation with the member of staff with whom the incident occurred with. This is an important step, as it ensures that the relationships between staff and pupils are maintained and grow stronger.

THE BEHAVIOR ICEBERG

Behaviors
(we can see)

Aggression		Hiding
Raging	Screaming	Self Isolation
Screaming	Crying	Running/fleeing
Low tolerance	Avoidance	Violence
Frustration	Refusal	Threatening
Verbal abuse		Loss of self control

Internal Emotional States
(we cannot see)

Nervous	Angry	Frustrated
Exhausted	Rejected	Worries
Trapped	Alone	Attacked
Guilty	Embarrased	Shameful
Scared	Judged	Disrecpected
Insecure	Unloved	Helpless
Disappointed	Fearful	Disgusted
Envious	Depressed	Offended
Overwhelmed	Anxious	Sad

Zensational Kids

At Brookside Academy we follow Trauma informed approaches. The components of a Trauma and Mental-Health School model is supported by evidence-based research showing positive change in well-being and mental health through **Protect, Relate, Regulate** and **Reflect**.

What we mean by 'Protect'

At Brookside Academy we aim to cultivate a culture where children can learn without fear and without the fear of being shamed in order to relate to others.

In **protect**, our focus is not only on the physical environment, but the relational environment and the very culture and ethos of our setting.

Our response to distressed and challenging behaviour focuses on how best to support children's emotional development.

Our behaviour and discipline processes and procedures reflect adaptive and developmentally appropriate responses

We ensure that there is a whole school commitment to protecting the child from what is unpredictable and highlighting the familiar safe.

What we meant by 'Relate'

'Quality Relationships provide the necessary vehicles for adaption and recovery…every relationship has the power to confirm or challenge everything that has gone before.' Dan Hughes and Louise Bomber – Settling to Learn (2013)

Meaningful relationships are fundamental to mental health and happiness. At Brookside Academy, we endeavour to focus on building strong relationships, fostering resilience, and creating environments where pupils feel supported rather than punished for behaviours.

We want children to experience repeated positive relational interaction with an emotionally available adult.

What we mean by 'Regulate'

Regulate refers to the ability to manage emotions, behaviours and responses in a way that supports connection and well-being.

We support children to understand their feelings using strategies to help them to stay calm and engaged.

Regulation is not about control but about creating a safe and supportive environment where individuals can navigate challenges with confidence and support.

What we mean by 'Reflect'

Reflection is more than just noticing what one feels… it's an effort to make sense out of feelings (Hauser et al, 2008:270)

Our school supports reflection and restoration as key parts of managing behaviour by providing opportunities for children to pause, understand the impact of their actions and develop strategies for positive change.

P and the three R's (Protect, Relate, Regulate and Reflect)

Protect

- Ensuring that all children feel as psychologically and physically safe as they can in the school/ community (upping the safety cues not just an absence of danger).

- Whole school awareness of the impact of ACEs and toxic stress on learning, behaviour, mental and physical health, and how to use 'protective factors' as prevention and intervention.

Seeking

Attachment

RELATE

- A Relationship Policy for all school staff to ensure that everyday interactions with children are healing not harming.

- Senior Leads ensuring the emotional well-being of staff.

- Ensuring that all children have on-going access to a trusted emotionally available adult.

- Children who have experienced one or more ACEs (adverse childhood experiences) require daily

Play

Regulate

- Acknowledging that a child cannot learn, concentrate, attend if stressed,

- A commitment to relate on a daily basis to all children in ways to soothe, calm and bring down toxic stress to tolerable stress as preventative of physical and mental ill-health to enhance learning.

- Commitment to supporting staff on a daily basis in ways to soothe, calm and bring down toxic stress to tolerable stress as preventative of physical and mental ill-health.

Reflect

- Ensure all children are offered time and space to make sense of painful life event, with an emotionally available adult who is trained to listen, understand and provide verbalised empathetic response.

- Follow a conversational rather than punitive response to challenging behaviour in order to support development of the child's higher brain executive functions and prevent long term mental health problems which research shows can so easily arise from adults who punish or shame.

Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs is a psychological theory that suggests human motivation is driven by a series of hierarchical needs. It consists of five levels, from basic physiological needs to self-actualisation. When applied to relational practice in schools, Maslow's hierarchy helps to understand how childrens' needs must be met in order to foster positive relationships and a productive learning environment. Here's how the principles align with relational practice at Brookside Academy:

Physiological Needs (Basic Survival Needs):

Children must have access to basic physical needs such as food, water, shelter, and rest to focus and engage in learning. In relational practice, teachers and staff can build trust by ensuring children feel physically comfortable and safe, addressing concerns like hunger or fatigue.

Safety Needs (Security, Stability):

A safe and secure environment is fundamental to any relationship-building in school. Students need to feel safe emotionally and physically. This can involve creating a positive and respectful school culture, where bullying is minimised, students feel emotionally supported, and consistent routines are followed. Relational practice here includes fostering strong, supportive teacher/staff-pupil relationships.

Love and Belonging Needs (Relationships, Connection):

Children need to feel connected to peers, teachers, and the school community. In relational practice, this involves building genuine connections, providing opportunities for positive social interaction, and creating inclusive spaces where children feel they belong. This is crucial for engagement, motivation, and academic success.

Esteem Needs (Respect, Recognition):

Children need to feel valued and respected by others. This is reflected in how teachers and staff acknowledge their achievements, offer constructive feedback, and create an environment where children feel confident in their abilities. Positive reinforcement and recognition are key in nurturing self-esteem. Staff can build children's confidence by recognising their efforts, strengths, and individual contributions.

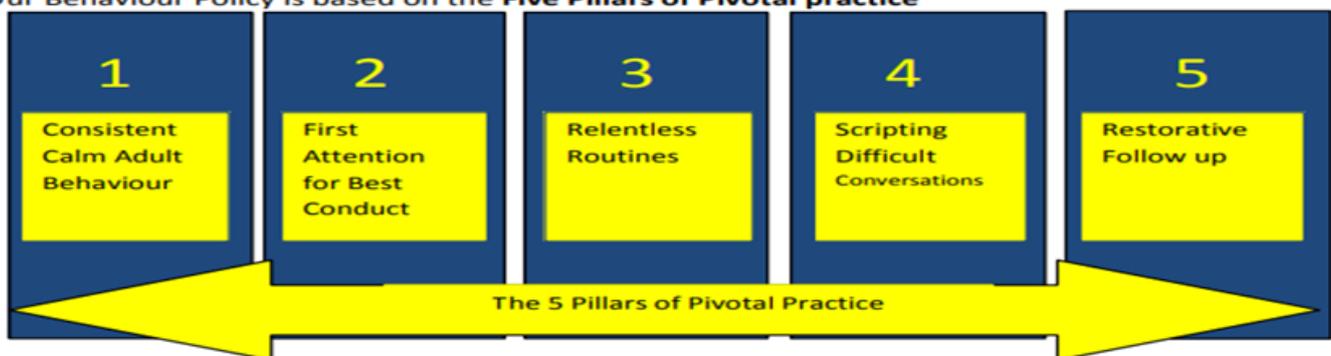**Self-Actualization (Personal Growth and Fulfilment):**

This is the highest level of Maslow's hierarchy, where children realise their potential and develop a sense of purpose. Relational practice supports this by encouraging self-expression, offering opportunities for autonomy, and fostering an environment where children can pursue their passions and interests. Teachers who engage in higher-order thinking, problem-solving, and creative expression help children move toward self-actualisation.

In essence, Maslow's Hierarchy of Needs serves as a useful framework for understanding that relational practice in schools should be holistic. Teachers, staff, and school leadership must create a nurturing environment that addresses students' basic needs first and build up from there to promote emotional security, social connection, self-worth, and ultimately, self-actualisation. When students feel safe, supported, and valued, they are more likely to engage in learning and form meaningful relationships.

Purpose of this policy is to provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms

- Positively reinforces behavioural norms

- Promote self-esteem and self-discipline

- Teaches appropriate behaviour through positive interventions

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**

1	2	3	4	5
Consistent Calm Adult Behaviour	First Attention for Best Conduct	Relentless Routines	Scripting Difficult Conversations	Restorative Follow up

The 5 Pillars of Pivotal Practice

Adults Behaviours "When Adults change, everything changes" Paul Dix

The key message of Paul Dix's phrase "When Adults change, everything changes" is that adults—whether they are parents, teachers, school leaders, or caregivers—hold a powerful influence over the behaviour, attitudes, and learning experiences of young people. Dix emphasises that if adults alter their approach, mindset, and behaviour, it can profoundly impact the environment, the relationships, and the outcomes for children.

In the context of education, this means that teachers and school staff have the ability to create positive change by modelling appropriate behaviours, maintaining calm and consistency, and responding to students' needs with empathy and respect. When adults approach situations with patience, understanding, and positive reinforcement, they can foster a supportive and productive environment where students feel safe, valued, and motivated to succeed.

The idea behind this message is that adults are the role models and leaders, and by adapting and improving their behaviours—such as managing their emotions, staying calm in challenging situations, and cultivating a culture of respect—adults can significantly shape the behaviour and success of the students

they work with. The transformation in adult behaviour leads to a transformation in the whole school community, creating a positive feedback loop where both staff and students thrive.

The Brookside Way: Consistency in practice:

The Foundation:

At Brookside Academy, consistency is at the heart of our approach to behaviour management and child development. As Brennan Manning wisely said, "In every encounter we either give life or we drain it; there is no neutral exchange." This highlights that every interaction, every moment we have with a child, has a lasting impact—whether positive or negative. There is no neutral ground. This requires each adult in our school community to understand that our behaviour shapes the experiences of our students, and therefore, our consistency must be rooted in the values and principles we hold as educators.

Consistency in the Behaviour of Adults:

Consistency is not merely about following procedures or applying a set of strategies. It is about the behaviour of adults—how we interact with students (and each other), how we respond to challenges, and how we model respectful and empathetic interactions. It's a shift from relying on tools and techniques to recognising that our actions, tone, and demeanour set the tone for our school's culture.

A Whole-School Approach:

True consistency is not just a matter of individual practice but a collective understanding. This means every staff member, from teachers to leadership, should be on the same page in how we approach behaviour, and this must be grounded in an understanding of neuroscience. When we understand how the brain reacts to stress, praise, and authority, we can better support students in their emotional and academic growth. Behaviour is not random—it is a complex interplay of environmental factors, emotions, and brain development.

The key is a consistency that flows through every interaction, every conversation, and every policy. When adults consistently show understanding, compassion, and firmness where necessary, students feel secure. They feel seen, heard, and respected. This helps them to trust us, respect our authority, and ultimately thrive within the learning environment.

How staff members will behave	Our Values
- Positively - Calmly - Consistently	- Be safe - Be Kind - Be responsible

All staff will:	Senior Leaders will:
- Work contextually and consistently within their phase and cohort - Promote a positive culture - Protect, Relate, Regulate and Reflect - Use PACE - Use the zones of regulation - Use the WINE script - Colour monsters (KS1)	- Meet and greet on the gates each morning - Be visible and positive - Be visible at transition times - Provide support and model expectations - Drop into classrooms to notice children being positive - Ensure restorative conversations take place

Teachers will:	We recognise positive behaviour
- Greet every child at the start of the day - Be responsible for consistent awarding of rewards in their classroom - Plan lessons that engage, challenge and meet the needs of all learners.	- House points - Headteachers Awards - Celebration Assemblies - Vending Book tokens - Visting chosen adult to show work - Achievements celebrated in newsletter - EYFS-Skill Buddies, 'Caught being good'

Support beyond the classroom	Alternatives to be used before suspensions or exclusions should be considered
- Headteacher - Deputy Head - Assistant Head - Team Leaders - SENCO - ELSA - PFSA - Trust	- Well-being action plan - Positive Handling plan - Flexible timetabling/Schooling - Restorative work/intervention - Trust inclusion team - Trust centres – APEX

Graduated Response Table

Not accessing Mainstream education - ELT must be involved
In need of a specialist referral?
High risk of suspensions or exclusion
High adult interventions needed
EHCP – or on the pathway
Safety concerns
Adapting timetable – internal alternative curriculum provision
Higher level referrals to agencies – PRU/Ed Psych/ Trust behaviour Support (APEX)/ ELT involvement
SEND evidence – possible register/ or EHCP

Targeted Support - SLT/ SENCo must be involved
School based interventions outside of the class structure
Behaviour support plan – Class teacher/SENCo
ELSA or PFSA support referral if appropriate
Parents involved and sign posted to external support
Possible outreach referral for support in class – Trust level
SEND register update if relevant
SLT and Team lead involvement

Universal Support – classroom-based practice with usual teaching team
Referring to Relationship Policy and Curriculum
Nurturing and Responsive Relationships
High Quality Learning Environments – reflective of cohort/phase needs
Early Intervention – In class intervention with usual teaching team
Responsive strategies, personalised support, observational and data-driven interventions
Focus on what works, scripts WINE and PACE, types of provision and behaviour Response Grid – at appropriate levels
Raise concerns with team leader and Senco

Behaviour Response Grid

Behavior	Relate	Remind	Final Reminder	Time	Reflection Time	Action Plan
Non-compliance (work or instructions)	Positive reinforcement, redirection, small acts of kindness, appropriate humor Why? Listen	Reiterate expectations ("Be kind, be safe, be responsible"), Zones of Regulation Co-regulate	Explicit conversation separating behavior from child	Complete work in a quieter space, WINE script Processing time	Restorative conversation at appropriate time Social stories	Parents informed if repeated; further support plan if needed
Low-level destructive behaviors	Redirect positively, provide alternative activity Why? Listen	Remind about respecting resources Distract or co-regulate	Clear conversation about positive past choices	Temporary removal from distraction, access calming strategies*	Restorative conversation at appropriate time about responsibility	Discussion with parents if repeated; additional support if needed
Being unkind to others (verbal, one-off)	Model kindness, highlight positive social behaviors Why? Listen	Reminder of expectations, encourage repair Co-regulate	Explicit conversation reflecting on impact	Short time in a quieter space Sensory strategies	Restorative conversation with the child they affected	Parents informed if persistent, further support plan if necessary
Persistent Behaviors repeated over 2-3 days	Praise positive behaviors, reward system (house points, dojos)	Reiterate expectations and strategies to co-regulate	Clear pattern identified, conversation with child	Possible short period away from class activity Sensory strategies	Restorative conversation, monitoring for improvement	Parental discussion, potential behavior plan if needed
More specific /targeted unkindness	Support with understanding impact of words/actions	Reminder of social expectations and Zones of Regulation Co-regulate	Explicit conversation with clear examples	Short withdrawal from the situation	Restorative conversation if appropriate	Parent, teacher, SLT discussion to set targets
Physical retaliation/ aggression (one off)	Understand the trigger, provide co-regulation	Use Zones of Regulation, remind of safer responses Give space	Discuss alternative responses and expectations	Time in a safe, quieter space	Restorative conversation, possible mediation	Parents spoken to, monitoring for patterns
Escalation of behaviors to continual	Support emotional regulation strategies, consistent responses	Clear reminders, targeted	Parent discussion about repeated incidents	Extended period away from class with a trusted adult	Structured reflection with staff, further	Risk assessments, PHP, support plan, possible referrals

		reinforcement of positive choices Give space			parental discussion	
Targeted & repeated physical/verbal assaults	Immediate intervention, ensuring safety	Clear expectations set and space; use of scripts – limited choices	Immediate parental meeting scheduled	Supervised time away from peers Space + time with a trusted adult	Restorative work, structured plan for reintegration	Risk assessment, PHP, referrals, external agency involvement if needed

Response Strategies Overview

- **Relate** → Positive reinforcement, redirection, and modeling expected behaviour

- **Remind** → Verbal prompts, revisiting core expectations, Zones of Regulation

- **Final Reminder** → Direct conversation highlighting previous positive choices

- **Time** → Access to quieter space, calming strategies, WINE scripts

- **Reflection Time** → Restorative conversations, possible separation for reflection

- **Action Plan** → Formalized support involving parents, SLT, potential external referrals

Use the WINE AND PACE approaches to support throughout.

- **How does this work with no TA?**

- **Lunch time staff – feedback to teachers – communication?**

Think WINE... Below are examples of using WINE in conversations to engage and support children in a non-judgement approach that supports the PACE model.	"One kind word can change someone's day."
W	I wonder ... ... • If it is too noisy in here for you at the moment? • If you would like to work outside for a moment • If you would like to go for a walk and get some fresh air?
I	I imagine ... ... • That was very frightening • That was very upsetting • That was really confusing
N	I notice ... ... • That you have pushed that away; Shall we move it away? • I notice that your sounds have changed, shall we go somewhere quiet? • You have a flushed face, shall we take your jumper off?
E	Empathy ... ... *Remember – maintain a sense of compassion for the child and their feelings.*

P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated.

P	**Playfulness** Playfulness in interactions can diffuse conflict and promote connection *e.g. Maintain a relaxed 'lightness' and can involve making a joke (though this must be done sensitively and carefully)*
A	**Acceptance** Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement
C	**Curiosity** Being curious to where a behaviour has come from (in your head or out loud).
E	**Empathy** Really connecting with how they are feeling and showing compassion.