Relationships, Behaviour and Ethos Policy

Broadmayne First School and Nursery

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1. Introduction

At Broadmayne First School and Nursery we recognise that understanding emotions is a key aspect to understanding and managing behaviour. A relational approach enables children to learn how to manage their behaviour, creating an environment that is conducive to learning, and building positive relationships between children and staff.

We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning this policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour, that behaviour is not 'fixed', and that everyone can be supported to achieve positive changes.

Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, beyond school and into the "real" world. We aim to develop their resilience, so they are able to cope with the difficulties that life can bring, and also to take pleasure in positive experiences.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with the SENDCo or the headteacher.

In order to achieve our intended outcomes, the school uses the Therapeutic Thinking Dorset approach to ensure a consistent, relational approach from all staff, and across all areas of the school.

2. Policy Statement

This policy was based on work with Dorset County Educational Psychology Service and Therapeutic Thinking Dorset training. It includes input from members of staff, the governing body, parents, carers and pupils.

3. Policy Scope

This policy is for all staff, pupils, parents and carers, governors, lunch time staff, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

4. Policy Objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. Our school treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

5. Policy Aims

- To create a culture of valued behaviours which effective learning can take place and where there is mutual respect between all.

- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others, to cooperate and to appreciate other ways of thinking and behaving
- To regularly celebrate the achievements of all children to continue the growth of valued feelings.
- To provide clear and consistent instructions on how to ensure all of our community understand the consequences of their actions for both their valued and detrimental behaviours.

We aim to achieve this through a school behaviour policy based on our three values of kindness, respect and safety. Recognition of good behaviour, strong relationships, and positive role-modelling support the development of self-discipline and the capacity to make positive choices. Our ethos builds relationships by recognising every child as an individual-building self-esteem, self-confidence and self-awareness.

6. Purpose of this policy

To provide simple, practical procedures for our community which:

- Promote valued feelings and behaviour for all of the Broadmayne Community.
- Promote self esteem, self regulation and independence.
- Teach valued behaviour through positive intervention so all children can 'fly high'.

7. Valued Behaviour

Maintaining good behaviour is the responsibility of all staff, governors, parents and carers. We expect our staff and parents/carers to be good role models for our children as we develop their attitudes for all aspects of life.

We recognise that safety cues for children come from our routines within school and Nursery, and as such we have the following expectations for all staff:

- Every child is greeted personally at the beginning of the day
- A visual timetable in every class
- Children to show how they are feeling on a daily basis using Balls of Emotion (The Good Morning Club).
- Routines for mornings, break and lunchtimes and the end of the day
- Adults not only support children with positive behaviour, but have a responsibility to model good relationships and positive talk for the children around them
- All staff act as the 'emotionally available' adult within school to support children's wellbeing

Our vision is for all children at Broadmayne First School and Nursery to *'Fly High'* and in order to achieve this we demonstrate our school values both in school and in the wider community. We believe our community should show the following every day at Broadmayne:

Be kind	I listen to others I share I take turns I help I am honest I use kind words I show patience
Be respectful	I show that I am ready to learn I have a can do attitude (self belief) I treat school property in the right way I understand fairness (equity) I follow instructions
Be safe	I keep my learning environment tidy I travel around the school calmly and safely I know that I can go to safe places when I feel dysregulated I can recognise how I feel on the zones of regulation I am confident to be who I am

	I have kind hands and feet

In order for children to understand further what being kind, safe and respectful means, we 'dig deeper' into what our values actually mean during our assemblies and class teaching. Throughout the year we focus on the following:

Generosity

Thankfulness

Compassion

Trust

Courage

Perseverance

Forgiveness

Justice

Friendship

Truthfulness

Respect

Service

Every day, all staff will focus on expected behaviours and our school values. They will be on the 'look out' for children showing their values. When the desired skill/value is demonstrated, teachers will describe the positive behaviour - (this may look differently for some children - please refer to our approach in section 7) and this will be celebrated. These may be shown in the following ways:

Example of valued behaviour	Recognised by the adults	Acknowledgement Reception to Year 4	Acknowledgement in Nursery
Children showing expected school behaviour:	Verbal recognition - thanking the child. Gestures e.g. thumbs up, nod, smile	Dojos awarded. Certificates awarded at 25, 50, 75, 100.	Verbal praise

	Conversation with the child about how acting prosocially made them feel ' I think that you felt proud when you did that because...'		
Children showing 'deeper understanding of our school values e.g. showing compassion or generosity.	Verbal recognition - thanking the child. Gestures e.g. thumbs up, nod, smile Conversation with the child about how acting prosocially made them feel ' I think that you felt proud when you did that because...'	Whole class reward: stars in a jar. When the jar is full, the class get an enrichment activity of their choice.	Stickers
Repeatedly showing 'flying high' attributes to learning	Describe to the child the desired behaviour that they have demonstrated.	Weekly flying high certificate	Flying High Certificate
For consistently following the school values and being a good role model	Describe to the child the desired behaviour that they have demonstrated.	Headteacher Half Termly award.	Headteacher Half termly Award.

8. Detrimental behaviour

We recognise our role is to 'teach' good behaviour, and we use a range of techniques in order to support this. Every child and situation is different, and it is our positive relationships that we build with our children that allow us to choose what would be most suitable at any given time.

Teaching behaviour is about:

- Relationships – Sharing positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
- Role Modelling – Using words and actions that mirror the responses we are trying to encourage in children.
- Consistency – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- Scripts and Routines – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.
- Positive Phrasing – Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.
- Planning – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise. (Roots and Fruits diagrams and behaviour plans support this- see Appendices)
- Positive reinforcement and recognising prosocial behaviours – Noticing when children are demonstrating socially acceptable behaviours
- Comfort and Forgiveness – Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given. Demonstration of forgiveness and the ability to 'move on' from a recognised incident, as part of our 'Restorative Justice' approach.

It is essential that we analyse children's behaviour and do not judge it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child, and staff talk about actions and behaviours in a non-judgemental way in order to help achieve this. As a school we recognise that a clear, consistent approach, with a structure that children understand is essential to ensuring a child feels safe within school, and supports prosocial

behaviour. Everyone within our school community understands that their actions have consequences. For Nursery children (ages 2–3), behaviours such as grabbing, biting, crying, or pushing are evaluated primarily as developmental communication of unmet needs or emerging emotional regulation rather than intentional disruption.

Example of displayed detrimental behaviour	How to be recognised by the adult	Educational Consequence	Protective Consequence	Nursery Adaptations
Low level disruptive behaviour e.g. Calling out Tapping Fidgeting Persistent talking Answering back	Whole class reminder Private conversation with the child	Reminders Restorative discussions	Child to move tables to allow them to focus Adapted routines	Immediate adult redirection to a quiet activity; supportive co-regulation; gentle prompt.
Unfocused during learning time	Adult to discuss with child and strategies that could be put in place to support focus. If it continues, child can choose to complete work in learning time or in their free time.	Child to complete work in free time Script 'Come on lets look at this work together for 5 minutes' If not achieved in their own free time, work is sent home to complete with parents.	Additional strategies put in place to support focus e.g. Movement breaks Timers Sensory seating aides. Adapted routines	

Distracting children in their class which stops their learning.	Reminder of expectations. Highlight acceptable behaviour demonstrated by others - name the good behaviours	Working in another class or quiet room with different teacher/teaching assistant If continuation of behaviour, working in a separate room on their own to regulate.	Additional strategies put in place to support focus e.g. Movement breaks Timers Sensory seating aides.	
Unsafe behaviour Throwing equipment Running Climbing on furniture Using apparatus inappropriately	Adult to use script: Child's name Simple Instruction Thank you	Restorative discussions	Child not to use equipment until they can show they can use it safely.	Immediate physical separation for safety; adult co-regulation (*"I can see you are angry, but I cannot let you hurt"*); short quiet space transition with staff support.
Detrimental behaviour during playtime/lunchtime Hurting other children/being unkind to others	Reminder of the Broadmayne Values and how these apply at all times	The child will spend time with an adult to have a restorative conversation before going back to free time.	To protect other children, child may be asked to have time away from an activity e.g. playtime in an alternative location.	
Refuser	Adult to use script: Child's name	If learning time is used, children will		Reduce language complexity;

	Simple Instruction Thank you Allow time time to take up instruction Behaviour not to be discussed until child is regulated Assessment to be made regarding whether the behaviour is conscious or subconscious.	need to use their free time to catch up. Restorative talk during free time to understand the reason behind the refusal and discuss the following instructions. If refusal persists, parents are called to regulate and track back to class		offer simple choice of 2 items; provide sensory regulating aid or quiet space.
Intentional damage to school property	Reminders given	Link directly to the event. Damaged equipment: child will need to understand how much it cost and the impact towards other children and adults. Discuss whose responsibility it would be to replace.	If damage continues, the child will need to prove that they can use equipment responsibly before being able to use it again - this might be through adult guided activities.	Child assists staff in tidying or repairing with adult guidance; simple explanation of care for resources.

		If the damage can be fixed e.g. through washing/clea ning the child can help with that.		
Bringing in dangerous items from home	Items will be taken by an adult immediately.	Child will spend time with the headteacher looking at the dangers associated with items brought in.	Exclusion Policy will be looked at to identify if fixed term exclusion is required. Preventive measures put in place at home and school.	

9. Behaviour Recording and Monitoring

All incidents of detrimental behaviour are recorded on Arbor. This process ensures that any patterns of behaviour can be identified and provides a clear evidence base to support the child if further intervention is required. Behaviour logs are regularly reviewed and discussed with the Headteacher and the SENDCo to determine whether additional support is necessary. Where appropriate, this may include the implementation of an individual behaviour plan and/or a risk assessment to ensure that the child's needs are met and that a safe, supportive learning environment is maintained for all.

10. Dangerous and Persistent Difficult Behaviour.

We recognise that most behaviour can be supported and improved through proactive strategies, strong relationships, and consistent expectations as

outlined above. However, in some cases where a pupil's behaviour poses a serious risk to others or persistently disrupts learning, more formal interventions will be necessary.

Fixed-term exclusions are considered a last resort. They will only be used when:

- A child's behaviour is dangerous and has resulted in physical harm to another child or adult.
- A child is persistently disrupting the learning of others despite graduated support and intervention.
- A child uses abusive, offensive, or threatening language—including swearing—towards staff or other pupils, especially when it causes distress or undermines the respectful environment of the school.
- The safety, wellbeing, or educational entitlement of others is being significantly compromised.

In such cases, a fixed-term exclusion may be implemented as part of a structured reset process. This allows the school to:

- Review the pupil's needs and current provision.
- Put in place appropriate support, adjustments, or referrals.
- Re-establish expectations and boundaries in partnership with the pupil and their family.

The aim of any exclusion is not punishment, but to safeguard the school community and ensure the right conditions are in place for the pupil to succeed. A reintegration meeting will be held prior to the pupil's return, with a clear plan to prevent recurrence and promote positive engagement. For further information, please refer to our Suspension and Permanent Exclusion Policy 2026

12. Positive Handling and Restraint

We are committed to creating a safe and respectful environment where pupils and staff feel secure and supported. In line with the Department for Education's guidance *"Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies"*, staff may use reasonable force when it is necessary to prevent harm, maintain order, or protect the safety of individuals. Reasonable force refers to using no more force than is necessary to prevent:

- Pupils from hurting themselves or others
- Serious damage to property
- Disruption to learning or school operations

All members of school staff have the legal power to use reasonable force. This includes teaching and non-teaching staff, and those temporarily authorised by the headteacher. For more information, please refer to our Positive Handling and Restraint Policy 2026 -2027

13. Behaviour Plans and Risk Assessments

Pupils who need a behaviour plan are those pupils whose needs are exceptional and those for whom the usual everyday strategies, techniques and approaches (as detailed within this behaviour policy) are insufficient. Typically this will include pupils who may, at times, need some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- involve parents/carers and pupils to ensure they are clear about what specific action the school may take , when and why
- take into account the age, understanding and competence of the individual pupil
- be based on the premise that positive experiences create positive feelings and positive feelings create positive behaviour.

Behaviour plans are informed by a series of reflective documentation – following the Therapeutic Thinking Dorset recommended 'Graduated Response'.

1. Firstly, staff will assess against the risk calculator (Appendix 2) and an conscious/unconscious behaviours assessment (Appendix 4)
2. They will then complete an anxiety map to inform relevant actions and strategies, using the 'Predict and Prevent' mini plan.
3. The staff team are encouraged to complete a Roots and Fruits analysis if further information is required.
4. A 'Risk Reduction Plan' is then created, which outlines how we are going to respond to a particular behaviour in a classroom to avoid escalation of negative behaviour and also to encourage prosocial behaviour.

5. These are formulated by the class teacher and the SENDCo and should be shared with all staff who have a part in implementing it.
6. Parents may be included in its design and implementation in some cases and will, in all cases be given a copy of any plans.
7. Plans are regularly revisited and reviewed

14. Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in school:

• SRE Policy

• Anti-bullying Policy

• Equality Policy

• Health and Safety Policy

• Safeguarding and Child Protection Policy

• E-safety policy

APPENDIX 1a

Attachment Aware Principles

Attachment Theory is increasingly being recognised as one of the key theories within child development that explains why some children and young people do better in school and life than others.

Attachment is central to our well-being and affects us all. Our school policy endorses the principle that attachment is everybody's business. We are all shaped by our early relationships and our behaviour is influenced by our attachment experiences. 'All of us, from the cradle to the grave, are happiest when life is

organised as a series of excursions, long or short, from the secure base provided by our attachment figures' (Bowlby, 1988)

Bowlby described how a secure base is provided through a relationship with one or more sensitive and responsive attachment figures who meet the child's needs and to whom the child can turn as a safe haven, when upset or anxious (Bowlby, 1988). 'The concept of a secure base is essential to our understanding of relationship formation and children's development. It links attachment and exploration and provides the basis of a secure attachment.' (Schofield and Beek, 2014)

We all need a secure base in life. School is an important secure base for all children and young people, but for some, it may be the only secure base that they have experienced and therefore is hugely important.

APPENDIX 1b

Emotion Coaching

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.

Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.

Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.

The following principles are central to Emotion Coaching:

• All emotions are natural and normal, and not always a matter of choice

• Behaviour is a communication

• Emotional 'first aid' (calming, soothing) is needed first:

'Connect before re-direct' (Siegel, 2013)

'Rapport before reason' (Riley, 2009)

'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017)

Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying – their emotional state). This also involves explicit teaching and modelling.

APPENDIX 1c

PACE/PLACE

The PACE approach was developed by the clinical psychologist Dr Dan Hughes, through his work with children who have experienced abuse and neglect.

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

More recently, the acronym PLACE has been used, to include a fifth element: LOVE.

LOVE is about creating loving relationships - all children need positive relationships and to experience being held in high regard.

More information can be found at
http://ddpnetwork.org/about-ddp/meant-pace

Appendix 2 Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.

2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan

Appendix 3 Risk Reduction Plan

Name:	DOB:	Date:	Review Date:

Photo	Risk reduction measures and differentiated measures (to respond to triggers)

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date .....

Signature of Parent / Carer..... Date .....

Signature of Young Person.....Date.....

Appendix 4 - Conscious and Unconscious Behaviours

Conscious behaviour checklist

Question	Response
What is their desired outcome from their behaviour?	
What is the motivation to behave anti socially?	
What is the motivation to behave pro socially?	
What are the expected consequences?	
How can I impact on the child's beliefs or values?	

Subconscious behaviour analysis checklist

Question	Response
Is the behaviour medical or habitual?	
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)	
What is stimulating/overwhelming them?	