



Governor review: May 2026

Staff review: July 2026

Brookland Junior School Behaviour & Relationships Policy

The Best You Can Be.

Rationale:

At Brookland Junior School, we believe in supporting all children to be the best they can be through building strong relationships and ensuring that every child belongs and thrives in our school community. Building on the traditions and unique character of this school, we understand that the warm, friendly atmosphere is created by the enthusiasm and commitment of the whole community. By approaching children with a curious, non-judgemental approach, we believe that every child has the potential to thrive and succeed both personally and academically. Our values, chosen by staff, children and families, underpin this work on relationships and behaviour and enables us to develop children's characters alongside nurturing their academic talents.

This policy sets out our approach to our whole school relational practice and the restorative steps taken when behaviour does not meet expectations.

Our Brookland Values:

Responsibility Friendship
Peacefulness Cooperation
Understanding Trust
Respect Honesty Happiness
Perseverance Positivity Gratitude
Courage Tolerance Quality
Aiming High Generosity Freedom
Appreciation
Resilience Patience Caring
Modesty Thoughtfulness



Our staff believe in forming positive relationships with our children and their families. These are some of the words that form the basis of our daily work at Brookland Junior School.



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Our children recognise that they need to form positive relationships with their teachers as well as the need to use routines, values and Golden Rules to support their behaviour choices.

"Big things start small: we need small routines throughout the day to help everyone behave so our school is safe and calm."

"It feels good to be good. That means it feels good to be behaving and doing the right thing. Everyone is happy!"

"My teacher uses my work as a good example to share with the class: this feels amazing."

"We work together to help everyone behave in our class."

"Without our Golden Rules, we can't be a community."

"When we tell an adult about a problem, they find time to help us."

Our Brookland families recognise the impact of the work that staff put into relationships:

"Brookland celebrates the differences."

"My child is supported to make friends; be kind; communicate better; work well with others and respect every person or animal."

"Brookland provides a calm, respectful and well-managed environment, with its diverse community, where children understand the expectations, feel safe and respect one another."

"We aim to continue encouraging kindness, respect, resilience, and honesty. We want our child to build positive friendships, show empathy towards others, and develop confidence and independence while enjoying school and learning."

"I really appreciate the school's caring and respectful approach. My children feel happy, safe and supported at school. Thank you to all the staff for creating such a positive environment."

"My child feels safe, happy and well-supported at the school."

"The school shows consideration for all but consequences when needed."



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"I appreciate the school's commitment to creating a safe, respectful, and inclusive environment where every child feels valued. Encouraging kindness, resilience, and positive relationships helps children grow into confident, caring, and responsible individuals. Thank you for promoting these important values and supporting every child's wellbeing and success."



Aims:

- 1) To support the school's aims and values thus enabling all children to learn and develop as effectively as possible.
- 2) To promote positive behaviour, enabling a calm, safe, supportive environment where children can learn without disruption.
- 3) To encourage our children to take responsibility for their own actions.
- 4) To support the development of positive, healthy relationships between adults and children and children with their peers.
- 5) To encourage consistent, fair and proportionate responses to positive and worrying behaviours.
- 6) To be understood by all members of the school community and be implemented consistently.
- 7) To ensure clear and specific rewards, sanctions, routines, structures and expectations are in place.
- 8) To minimise incidents of bullying including child on child abuse and help ensure that any incident is dealt with effectively.
- 9) To support children's development of social skills and citizenship.
- 10) To support children's mental wellbeing.
- 11) To support staff in teaching and managing children with more serious behaviour
- 12) To work in partnership with parents and families to encourage the expected behaviour at the school.



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Principles:

All adults working in the school are responsible for promoting a positive, supportive, calm and purposeful environment through building strong relationships with children and working in partnership with their parents/carers.

- The policy will be reviewed regularly with staff, children, parents and governors.
- All duties and procedures are followed with due regard given to the school's Safeguarding, Anti-bullying, Equal Opportunities, Child Protection, Health and Safety, SMSC, SEN, Home/Online Safety agreement policies.
- The policy will be highlighted for staff, children and parents each year and will form the focus of assemblies and PHSE. We teach and expect tolerance and respect particularly toward different backgrounds or needs.
- Any incidences of bullying are rare and dealt with seriously in accordance with the Anti-bullying policy.
- All Brookland children, staff and visitors are required to follow this policy consistently.

This policy sits alongside the:

- Safeguarding Policy
- Anti-Bullying Policy
- Suspension and Exclusions Policy
- SEND Policy
- Online Safety Policy
- Child-on-Child Abuse Policy
- Equality Policy
- Attendance Policy
- The Home-school agreement



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Expectations for behaviour at school, on trips and when representing the school at events.

Children are expected to behave appropriately at all times. Good behaviour is encouraged, recognised and rewarded. All adults praise children working hard and behaving appropriately. Children are expected to follow the Golden Rules. It is expected that adults working at Brookland Junior School make time and effort to form positive relationships with our pupils using the principles of trauma-informed and relational practice.

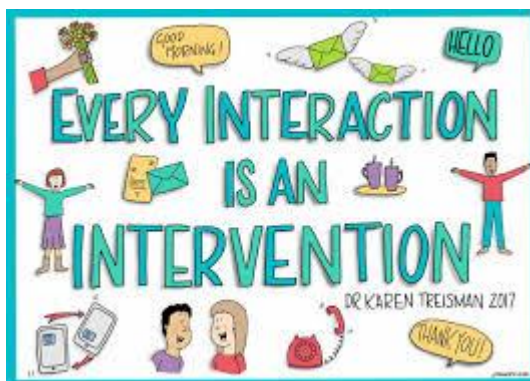
**BROOKLAND
GOLDEN RULES**

We take responsibility for our own behaviour and learning.

- 1. WE ARE GENTLE**
We don't hurt others
- 2. WE ARE KIND, CARING AND HELPFUL**
We don't hurt anyone's feelings
- 3. WE LISTEN AND RESPOND POLITELY
TO ALL ADULTS AND CHILDREN**
We don't interrupt
- 4. WE ARE HONEST**
We don't cover up the truth
- 5. WE WORK HARD**
We don't waste our own or other people's time
- 6. WE CARE FOR OUR SCHOOL
AND EVERYTHING IN IT**
We don't damage or waste things

Also:

- We walk around our school sensibly
- We are quiet in our assembly and dining halls
- We keep our school tidy



Our school values are woven throughout the curriculum, assemblies and wider school offer. These form the basis of our character education and inform the Golden Rules. Children are familiar with the values and Brookland school staff use the values to aid conversations about behaviour. We work in partnership with parents and carers to support each and every individual child to be the best they can be. Information shared between home and school helps to strengthen this partnership and support high standards of behaviour and high-quality relationships.



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- 1) The Golden Rules and values are used as a basis for assemblies, displays, discussion in class and are displayed in each classroom.
- 2) The Golden Rules and values are shared with Brookland families annually at the Meet the Teacher and at the Year 2/3 Transition Evening.
- 3) Clear expectations of what constitutes good or unacceptable behaviour are agreed within the whole school community. New members of staff will have this policy explained to them and ongoing CPD regarding behaviour and relational practice. Supply teachers, if needed, will be informed of the Golden Rules, rewards and sanctions.



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Behaviour and consequences

Our Rewards:

Pupils behaving well and showing good work will earn **Dojo points**. These are collected in each class to earn larger rewards.

Each class has a **marble jar**. Classes work as a team to earn marbles. When the jar is full, each class will have a 1-hour reward.

Every child begins each week with 20 **Golden Minutes**. Golden Time happens at the end of the week. Classes decide how it is spent.

Children from each class are sent to **Gold Star Book** on a Friday to celebrate excellent work, attitudes and values across the week.

The **Headteacher's Award** happens half-termly. Teachers nominate a pupil who has displayed the school values over an extended period of time.

There may be other rewards offered at a class, year group or whole-school level.

Pupils who do not meet these ~~behaviour~~ expectations receive sanctions in this order (stages may be escalated)

1. Verbal warning (which Golden Rule has been broken must be explained)
2. Loss of 1 Golden Minute at a time
3. Move position in the classroom
4. Loss of some break
5. Loss of all break and chance to reflect with an adult. May be asked to leave the classroom. |
6. Reflection Room (30 minutes lunchtime with a member of teaching staff or SLT)
7. Time spent in other class or DHT office for part of the day

- 4) It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- 5) **Child-on-child abuse** is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in personal relationships between peers;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
 - sexual violence, which is exceptionally rare, including an online element which facilitates, threatens and/or encourages sexual violence)

All staff refer to the Child-on-Child abuse and Anti-bullying policy for further details should an incident occur.

- 6) Children not behaving appropriately should always be reminded of expectations and responsibilities in positive ways, as far as is possible, such as praising the behaviour of another child who is behaving well. Our Brookland Values also support children in their understanding of expectations and responsibilities in lessons.
- 7) Children need to be reminded what the **expected behaviour is and what Golden Rule they have broken**. Understanding personal responsibility, making choices and recognising consequences are important parts of a child's learning. When a child has behaved inappropriately, it needs to be underlined that it was his/her choice to do this.



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- 8) Children should always be given the opportunity to explain their words or actions if possible. This may take the form of a restorative conversation with another child or adult or a written response.
- 9) All staff are aware of restorative conversations and how to hold these
- 10) If a child repeatedly displays unacceptable behaviour, a consistent system of agreed sanctions is used. This child may have a short-term behaviour plan to support them.
- 11) If a child consistently has difficulty behaving appropriately the SENCO, or other member of SLT, is consulted and procedures followed in accordance with the Code of Practice. Guidance for further appropriate strategies is also given in staff guidelines.
- 12) Parents are partners in their children's education and will be invited to discuss any concerns about the behaviour of their child and to support the school's actions.
- 13) The school takes all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence seriously. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.
- 14) When a staff member witnesses poor behaviour or bullying off the school premises, the parents will be informed in the first instance and the child disciplined in accordance with the sanctions below or in line with the Anti-bullying policy.
- 15) If an online behaviour is affecting the learning and enjoyment of the school day for other children or reflects negatively on the school, then parental engagement will be sought and sanctions applied (see Online Safety Policy) Safeguarding concerns will always take priority over sanctions in investigating online behaviour issues. A member of the safeguarding team will always be informed/ consulted and these incidents will be logged in the online safety log held by the Computing Leader.
- 16) Appropriate behaviour is particularly important when children are on school visits, representing the school in sporting events or walking to and from school.

Rewards

We adopt a positive approach at Brookland Junior school. Rewards are used to promote and celebrate good behaviour.

- 1) 20 Golden Minutes are given to every child each week
- 2) Dojo Points
- 3) Marble in the Jar
- 4) Gold Star Book
- 5) Other class-based rewards at the discretion of the class teacher (usually in line with the year group team)
- 6) Whole school behaviour project rewards e.g. stickers, raffles, whole class rewards
- 7) Half-termly Headteacher's Award celebration

When a behaviour incident occurs

When poor behaviour is identified or a behaviour incident occurs, staff will review it to understand the wider context, consider any indications of other needs in line with our Child Protection policy and review any part

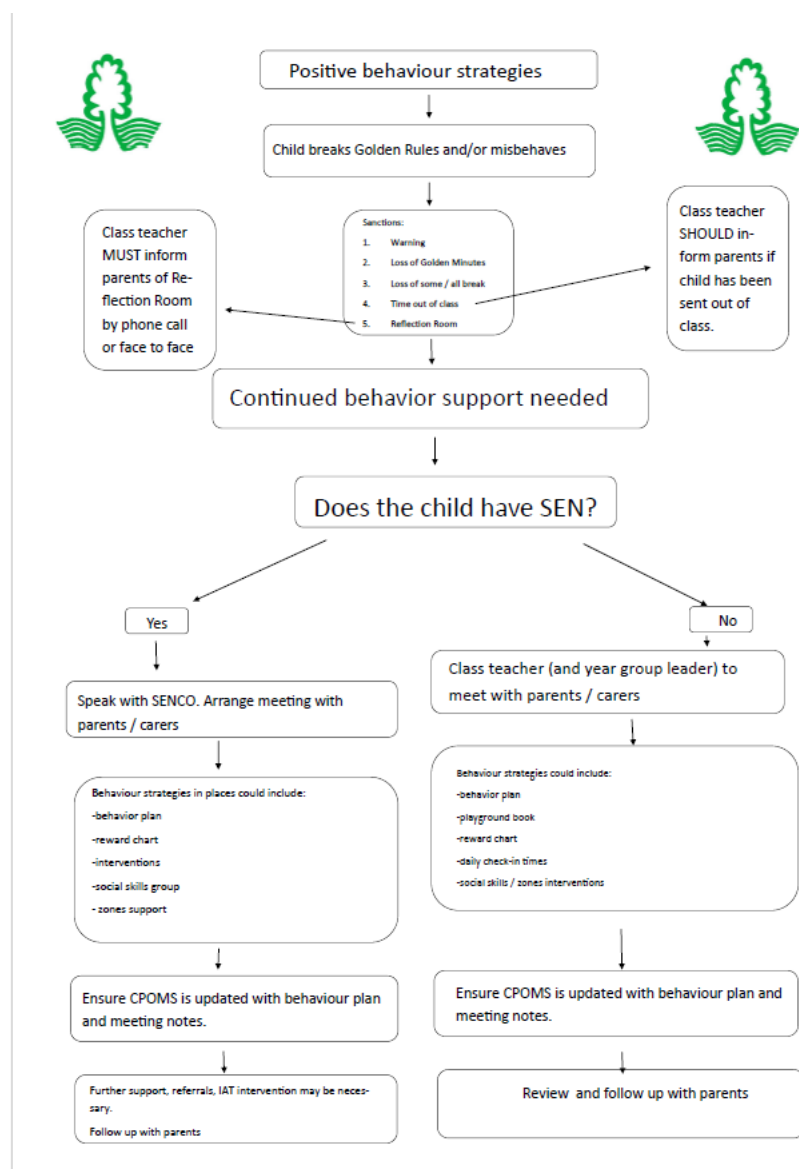


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they may have had in the incident. In consultation with senior leadership, behaviour may then be monitored at class level in a log (stored in the teacher's top drawer), in the reflection room log or CPOMs. The logs are used to inform and support interventions needed for individual children or groups of pupils and or focus projects for particular groups, classes or throughout the whole school. The school will seek to work with the parents/family of children displaying negative behaviour patterns or other safeguarding concerns that may arise from the behaviour incident. When required, further support from professionals (e.g. BICS, IAT team, CAHMS) will be sought.



All paid adults have a statutory authority to discipline children whose behaviour is unacceptable, who break the rules or who fail to follow a reasonable instruction. If a parent/carers is concerned about an incident that takes place at school, they are encouraged to speak with their child's class teacher in the first instance.



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The **sequence of sanctions** in most cases will be:

1. Verbal warning (which Golden Rule has been broken must be explained)
2. Loss of 1 Golden Minute at a time
3. Move position in the classroom
4. Loss of some break
5. Loss of all break and chance to reflect with an adult. May be asked to leave the classroom.
6. Reflection Room (30 minutes lunchtime with a member of teaching staff or SLT)
7. Time spent in other class or DHT office for part of the day

Any **sanctions** should be implemented consistently and fairly in line with the behaviour policy. Further sanctions can include in ascending order:

- A verbal reprimand/warning
- Verbal apology
- Loss of one or more Golden Minutes
- Extra work or repeating unsatisfactory work until it meets the required standard including missing or incomplete homework (see homework policy).
- Confiscation of inappropriate property which can then be collected at an agreed time.
- Completing reflective incident forms.
- The setting of written tasks as punishments including writing apologies and lines.
- Missing a part or all of a break time
- Reflection room (half an hour during lunch time)
- School based community service or imposition of a task e.g. picking litter, helping clear the dining hall after lunch, removing graffiti.
- Regular reporting to a named staff member and parent
- Loss of privileges. To be temporary, proportionate and reasonable for the behaviour and decided on a case-by-case basis. Agreed and reviewed in consultation with the class teacher and senior leadership team. (e.g. representing the school in sporting events/shows/concerts; participation in clubs; attendance at discos and parties; attendance at mini market or other events; participation in marble jars treats or other class events; participation on school trips; loss of responsibility roles – prefects, peer mediator, school council)
- Time in another classroom (when a pupil must work away from their class for a fixed amount of time e.g. in a different classroom)
- In more extreme cases the school may use temporary or permanent exclusion from school.

Measures to promote self- discipline

The Zones of Regulation are referred regularly to so the child can use the strategies to regulate their own behaviour. The Zones are displayed in each classroom and used for assemblies, circle times and reflection conversations when behaviour incidents occur.



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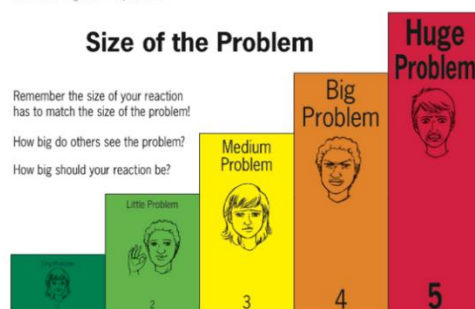
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The **ZONES** of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

The ZONES of Regulation® Reproducible W



Peer mediation is available to the children at lunchtimes. It is carried out by trained Y5/6 children (Wellbeing Ambassadors), who have access to a named adult's support if needed. PHSE, circle time and P4C (Philosophy for Children) are used in class to support the understanding of expected behaviour, responsibilities and positive relationships with others. Responsibilities given to pupils include: prefects, Wellbeing Ambassadors, School Council, buddies, classroom monitors and the Whole School Meeting.

Play and lunch time

Staff who supervise the playground at break time are teachers and teaching assistants. At lunch time the playground is supervised by mealtime supervisors and teaching assistants. A member of SLT is also present and available during the lunchbreak to ensure smooth systems are in place and to support staff on the playground. Incidents are reported to the class teacher and more serious incidents in the playground are referred and followed up by senior staff at the time of reporting. The MTS team receive regular training and updates to ensure that they are familiar with the needs of the children.

Behaviour on school visits or at sporting events

Appropriate behaviour is particularly important when children are representing their school in public and to ensure safety of all children and staff on educational visits. Please see EVC policy and specific risk assessments for further guidance.

Children with particular needs who may need reasonable adjustments

Children with particular needs may have an additional programme of guidance and strategies. Additionally, some children may need behaviour targets as part of their support plan or a specific behaviour plan for a period of time to provide support. Where necessary, a risk assessment for a specific child may be written to ensure their safety and the safety of others.

Class teachers may adapt the school systems for children with particular needs e.g. provide a reward chart for a child with a diagnosis of ASD linked to their interests. These adaptations are usually decided in conjunction with the SENCO and use strategies from the Zones of Regulation, Energy Accounting and other researched-based approaches. Widget symbols might be used for behaviour charts and reward charts.

All staff, including mealtime supervisors, will be aware of children with particular behavioural difficulties and the strategies in place to support them. All staff are encouraged to form positive relationships with key



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children, seeking to learn their interests and noticing patterns of behaviours. If a child is giving cause for concern, the SENCO is approached and the difficulties of a particular child are discussed. Additional advice may be sought from outside professional agencies to meet individual needs such as CAHMS or the IAT team. Where appropriate, staff training may be planned to meet the needs of a specific pupil.

Some children may display behaviours which are harmful to themselves or others. We will seek to understand the underlying triggers of challenging behaviour in order to provide proactive support, create an inclusive environment and consider how wider school policies affect SEND pupils.



De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation.

These may include:

- Offer a choice e.g. You can choose to take a break by using a sensory card or taking a walk.
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive or talking comments personally, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Using a predictable, scripted response which may be stated in their behaviour plan.



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Positive Handling

The Education Act 1996 allows all teachers the use of positive handling techniques using reasonable force to prevent a child from:

- 1) Committing a criminal offence
- 2) Injuring themselves or others
- 3) Damaging property
- 4) Acting in a way that is counter to maintaining good order and discipline at the school.

Staff other than teachers and volunteer helpers are also able to use positive handling techniques, if necessary, provided they have been authorised by the head teacher to have control or charge of children. Adults with such authorisation include teaching assistants, welfare officers, those accompanying children on visits etc. The head teacher will keep an up-to-date list of authorised people and may provide training or guidance to ensure that everyone is clear on the policy. Specific skills training will be provided at regular intervals.

Detailed records are kept of any incident/s where force is used. These are reported and filed with the Head Teacher and additionally on CPOMS. Parents are always informed in both verbally and in writing and asked to discuss the incident and steps forward. A follow-up conversation should be held to facilitate reflection, learning and to support pupil and staff wellbeing.

Records of incidents must include the following information:

- The name (s) of the child (children) involved
- When and where the incident took place
- Why the use of force was deemed necessary
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force, and the nature of the force used
- The child's response
- The outcome of the incident
- A description of any injuries suffered by the child or others and/or any property damaged during the incident.
- Post-incident support offered to the child and staff members involved

What is reasonable force?

There is no legal definition of reasonable force so it is not possible to set out comprehensively when it is reasonable to use force or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case as well as the age of the child.

There are two relevant considerations:

1. The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it; therefore, physical force could not be justified to prevent a child from committing a minor misdemeanour or in a situation that clearly could be resolved without force.
2. The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.



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(See also: Staff Behaviour guidelines and Children's Code of Conduct)

Reporting of significant incidents

The number of serious behaviour incidents, use of internal exclusion, external exclusion, racist or prejudice-based incidents plus allegations against staff are reported termly to the governing body. Staff refer to the Suspensions and Exclusions Policy when investigating these incidents.

Role of the governing body

The determination of the standards of behaviour and appropriate rewards and sanctions are set by the Headteacher and governors taking into account of the views of staff, parents and children. This includes sanctions against children who have made malicious allegations against staff as well as pastoral support for staff in such a case.

The discipline committee of the governing body and the appeals committee have specific responsibility where the school makes use of exclusion from school. The oversight of behaviour policy and outcomes falls under the remit of the safeguarding committee.

Training and Induction

The Behaviour Policy is shared with new staff during their induction to the school. All staff have regular refresher training on behaviour, relational practice and routines throughout the year.

This policy is in line with statutory procedure and DFE guidance including: Education Act 1996, School Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2006, School Information (England) Regulations 2008, Equality Act 2010, The Education (Independent School Standards) (England) Regulations 2010, Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012, The Education (Independent School Standards) (England) Regulations 2012, The School Behaviour (Determination and Publicising of Measures in Academies)

Regulations 2012

Refer to: DFE Behaviour and discipline in schools – Advice for headteachers and school staff Jan 2016

“Restrictive interventions, including the use of reasonable force, in schools” (April 2026)