

Braddan Primary School Relationships Policy



Purpose

At Braddan Primary School we promote a nurturing approach to supporting behaviour and wellbeing based on positive relationships. We recognise that each individual child is at different stages of social learning and only through a consistent approach to the management of behaviour from all adults will we be able to achieve an environment in which children can learn and develop as caring and responsible people. This policy outlines the underlying philosophy, purpose, nature, organisation and management of relationships at Braddan Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment'. NUCRC Article 29

Aims

To create an environment which is based on praise and positive behaviour. *We catch the children doing it right.*

To define protocols which ensure that behaviour is managed consistently throughout the school with all staff following our 'Relationship Blueprint'.

To use a nurturing approach in order to promote self-esteem and to have emotionally consistent adults in our school at all times.

To foster a supportive and empathetic environment where everyone feels valued and understood. Ensuring all children thrive, especially those experiencing vulnerabilities or at risk of exclusion, through targeted and inclusive support.

To equip children with the tools to manage their behaviour.

Disruptions to learning are minimised by delivering consistently high-quality, responsive teaching that supports every pupil to stay engaged, access the learning and independently develop positive thinking and learning habits.

Our behaviour is based on three expectations:

Be Safe

Be Respectful

Be Ready

Our school values underpin how we act throughout the school.



Staff

All staff have a shared responsibility for managing behaviour throughout the school.

Staff model positive relationships, at all times with children and colleagues.

Staff are responsible for creating a positive learning environment, having expectations for behaviour which are clear and consistent, whilst having an appreciation for the differing needs of every child and adapt provision to meet individual needs.

Our Blueprint clearly states that:

All staff are emotionally consistent when dealing with children. Adults will not shout.

All staff are consistent when dealing with behaviour and follow the steps clearly defined in the relationship blueprint.

All staff focus on positive behaviour and draw attention to positive behaviours.

All staff have a shared responsibility for the relationships of all pupils - not just in their own classrooms.

All staff greet the children at the start of the day and the beginning of the afternoon in their classroom with a positive message.

All staff end the day positively praising the children who have demonstrated positive relationships.

All adults can write a certificate for assembly to acknowledge a child demonstrating our school values.

If parents need to be spoken to regarding a negative incident it will be done before the end of the day by phone not on the playground in front of others.

Celebrating Positive Relationships:

We constantly praise and reinforce expected behaviour around our school.

We use the language of being ready, safe and respectful.

We celebrate when our pupils go 'over and above' without being asked to and when they demonstrate positive relationships with adults and their peers.

We recognise and celebrate effort in behaviour.

Recognition of Effort:

Putting others before themselves.

Celebrating others.

Trying to address and change behaviours.

Golden Time

Golden time is given to all classes on the last session on a Friday. This is to promote good behaviour and acknowledge the class behaviour which has been what we expect throughout the week. This is not a time to use as a punishment for not finishing work nor for the whole class to miss as a result of individual behaviours.

Stepped Sanctions/Restorative Questions

There are clearly defined stepped sanctions to help the pupils restore their behaviour. All staff follow these steps using the 30 second micro-script to remind children of our expectations. A restorative chat after the lesson will happen in order to help the child take responsibility for their behaviour and discuss the impact it might have had on others. The stepped sanctions and restorative questions are clearly set out in our Relationship Blueprint.

Pupils

We promote intrinsic self-discipline, independence and responsibility.

Every child in our school is expected to: Be safe, be respectful and be ready at all times.

Safe - everyone in our school community expects to behave safely and everyone to be kept safe from emotional or physical harm.

Respect - everyone and everything in and around our school community deserves to be treated with respect.

Ready- everyone in our school community is expected to be ready to learn.

We recognise that from time to time children may have specific behavioural difficulties and may need an individual behaviour plan. An individual behaviour plan may involve individual reward charts and sanctions and will be written in conjunction with parents and class teachers. When necessary outside agencies may be involved to support behaviour plans.

Parents/carers

Parents/carers are expected to uphold the rules of Ready, Respect, Safe when communicating with staff in school.

Good communication between school and home is very important. We encourage parents to inform school of any issues or trauma which may affect their child's ability to be ready to learn or behave.

If there has been an issue during the school day - parents will be phoned and informed. It is not appropriate to have these conversations on the playground in front of others.

Children

Children are encouraged to recognise effort by others - they are able to reward Value stickers to their peers in class.

Bullying

Bullying is not tolerated at Braddan - See our anti bullying policy written in line with our Positive Relationship Policy.

Equality

At Braddan Primary School, in line with the 2017 Equality Act, we aim to:

- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

This policy must be read in conjunction with:

Anti Bullying Policy

DESC suspension policy

Policy Written by: D Martin in collaboration with staff. March 2026

Review Date: March 2027

This policy is based around the work of Paul Dix "When Adults Change Everything Changes" <https://pivotaleducation.com/product/adults-change-everything-changes/>

