

Brookfield's Behaviour and Relationship Policy

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POLICY LEAD: Lisa Crook
APPROVED BY: LGB



Excellence



Equity



Empowerment

DOCUMENT CONTROL		
Policy Level	Academy	
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This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice		
Policy Lead / Author		
Version Number	Date Issued	Updated Information
Please complete this section with a brief summary of the changes you have made or if this is a full re-write / new policy. The contents of this version control box will be shared with trustees / the LGB as part of the approval process – Thank you		
2	21.1.26	Addition of SPARK values, changed 'Junior' to 'Primary', added EYFS characteristics of effective learning, learning behaviours and Dojos
3	4.9.26	Made slight changes to KS2 Dojo prizes

At Brookfield Primary Academy our Behaviour and Relationship Policy reflects our understanding of the complex needs of all our learners and how this affects their ability to self – regulate and manage their behaviour positively in order to engage with their learning. We aim to take a holistic, whole-person approach to behaviour that encompasses; sensory processing, trauma informed approaches, positive behaviour strategies and appropriate environments.

At Brookfield Primary Academy, we endeavour to build relationships founded upon mutual trust, care and respect with all members of the school community. We want all learners to be proud of belonging to our special school family, for young people to feel safe at school, to develop meaningful relationships, make positive behaviour choices and learn how to self –regulate their emotions and feelings. This policy will commit to educational practices which Protect, Relate, Regulate and Reflect for all.

Aims

At Brookfield Primary Academy we have high expectations for all our learners in terms of their ability to learn and every day is viewed as an opportunity to extend knowledge and skills. However, one of the biggest barriers to achieving this may be the learners' difficulty to self- regulate. Access to the curriculum can be severely hindered for a learner who is emotionally dysregulated. It follows, therefore, that a happy and emotionally regulated learner is more inclined to make progress due to their readiness to learn and engage. We aim to:

- To provide a supportive setting in which learners feel secure and where good behaviour and effort are celebrated.
- To celebrate all positive behaviours and achievements.
- To embed strong working relationships with parents and carers to ensure the best outcomes for learners.
- To provide strategies which encourage learners to communicate their feelings in more appropriate ways.
- To ensure that our school environment is calm and informed which improves the quality of learning.
- For the learners to develop an awareness and consideration of others.
- To provide consistency of approach to dealing with positive behaviour support through staff training.
- To determine the most suitable learning environment for any learner within a school following close consultation with parents and carers and multi-agency professionals.

- To ensure the safety of all learners/staff within the school.
- To ensure the school remains compliant within its statutory duty under Section 175 or 157 of the Education Act 2002 for safeguarding in promoting the welfare of children.

Trauma Informed Approach

Brookfield Primary Academy's aim is to fully understand the learners past life experiences, triggers that affect their lives, emotional situations that they find challenging to self-regulate in, and support them through this. We will implement strategies guided by our specialist Trauma and Mental Health Informed Practitioners to support learners who are identified as requiring this additional support. Our aim is to identify these needs quickly, support the learners in making sense of their experiences, manage emotions and feelings and ensure they maintain the capacity to build relationships despite these difficult events that may have happened to them.

Due to the provision that Brookfield Primary Academy offers, the varying age of learners and their differing needs, we use trauma informed language to support learners through the school day. This underpins all communication and interactions that staff have with learners across the school, which is consistent.

A Trauma Informed Approach acknowledges evidence-based research within health and the neurosciences that demonstrate a clear correlation between the adversities a learner experiences in childhood, and its potentially damaging effects on their later physical health, emotional health and social outcomes. Trauma-informed practice is not designed to treat trauma related difficulties. Instead, it seeks to address the barriers that those affected by trauma can experience when accessing education.

Our Trauma Informed approach is delivered through staff interactions that are based on the Protect/Relate/Regulate/Reflect model, and is supported using the PACE approach - Play Acceptance Curiosity Empathy.

Our Trauma Informed approach identifies a way of relating to pupils that support them to feel safe, which can reduce the need for pupils to enter the fight or flight mode, therefore supporting a reduction in anxiety within school.

PACE

- **Play** – Playfulness, light, open, hopeful and spontaneous.
- **Acceptance** – Unconditionally accepting of all of the experiences of the learners, so they trust staff not to be judgmental.

- **Curiosity** – Non-judgmental active interest in how learners experience what happens to them in their lives.
- **Empathy** – Felt sense of the pupil's feelings and needs which is actively communicated to the pupils.

Protect

Ensure that all students are greeted warmly in all areas of the school.

Staff trained in 'PACE' modes of interaction: warm, empathetic, playful and curious (proven to shift children out of flight/fright/freeze positions).

Staff ensure that interactions with children are socially engaging, warm and inviting.

Focused interventions that help staff to get to know learners better on an individual basis. These relationships are key to enabling children to feel safe whilst in school ensuring all learners have access to an emotionally available adult.

School staff adjust expectations around all learners to correspond with their developmental capabilities and experience of traumatic stress. This includes removing traumatised learners away from situations they are not managing well, providing a calmer, smaller area with emotionally available regulated adult.

Staff to provide a voice for our learners and advocate on their behalf.

Relate

A whole-school commitment to enabling children to see themselves, their relationships and the world positively.

Provide learners with repeated relational opportunities (with emotionally available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

Staff trained in empathic and playful modes of interaction.

Relating with the learner we can show we are listening and seeing their feelings, supporting and recognising the emotions they are experiencing.

Regulate

Relational interventions specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Evidence-based interventions that aim to repair psychological damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-learner interactions.

The emotional well-being and regulating of staff is treated as a priority to prevent burnout and stress related absence, debrief sessions with the inclusion Team are in place to support post incident.

Reflect

Staff are trained in the art of active listening, dialogue, empathy and understanding.

Time to reflect after an incident, to talk about alternatives to their behaviours while still acknowledging the emotion behind them is important. Staff can reassure that we care about the pupil, but the behaviour they have exhibited is not acceptable.

Staff provide learners with other options, give choices e.g. 'If you feel like this again you can.....'

Staff provide time to discuss events and situations with pupils, this can be done through a social story, books or story sack.

All staff discuss feelings within the classroom, as a daily experience. Together classes talk about the experiences others have had.

Staff identify how it feels to be calm/relaxed, and provide learners with opportunities to reflect on the differences they may feel in these moments.

Staff avoid putting the learner back in the same situation and reliving a trauma. They always consider 'what can I do differently?'

Staff to reflect on what was the learner trying to tell me in that moment, considering 'what is the behaviour telling me?'

Responses from staff

- **Affect Attonement** – Meet the learner's emotional intensity (positive or negative) on an energetic level, to connect with the pupil in their pain or joy. Mirroring the same level of energy to build a connection around the trauma and help the pupil understand the feelings and emotion. The pupil will hopefully see this as a positive connection with staff helping to build the trusting and emotionally available relationship.
- **Empathy** – Recognition of how the learner is experiencing the event, even if this is very different to how you are experiencing it. Staff won't dismiss the feeling, they will help affirm, understand and recognise what the learner is feeling.
- **Containment** – Staff will be able to be in the moment with a learner's intense feelings without absorbing the emotion and acting upon it. At times this will mean being able to bear the learner's pain. Containment is also supported through clear structures to the day, boundaries and actions that are followed through on.

- **Emotional Regulation** – Bringing down toxic stress to tolerable stress and moving to states of calm. Soothing and calming the learner's emotional dysregulated state, will over time, develop effective stress regulating systems in the brain and a more positive feeling through the learner's body. This can be done through calming conversations, timeout and sensory support/items but in each case will be bespoke to the learner in question.
- **Use of Voice and Body Language** – In most cases, staff will use a calm and lowered tone of voice when managing behaviour to communicate calmness, safety and empathy to a learner. All staff ensure that their body language is always open and non-confrontational.

Terminology that's accepted at Brookfield Primary Academy

- Dysregulated
- Unsettled
- Emotional
- Distressed
- Displaying behaviours that are challenging
- Unhappy
- Anxious

Motivators and Consequences

The reinforcement of appropriate behaviours is an essential component in the learning process and enables the development of skills in all areas of a young person's life. Rewards or motivators are those that are given to a learner after he/she has behaved in a way that gains an adult's approval. At Brookfield Primary Academy, rewards are likely to take the form of either an object (e.g. iPad time) or an experience (e.g. getting a certificate/Dojo Points, stickers) and are based on the individual preferences of each individual young person. The practice of removing rewards that have already been earned bears a strong resemblance to punishment, and is therefore incompatible with Brookfield Primary Academy's stance on Positive Behaviour Support. It is not acceptable practice for rewards to be revoked.

At Brookfield Primary Academy, we believe that it is important for our children and young people to clearly link a specific behaviour with its consequences. Therefore, the consequences we use are linked to the presented behaviour's function and make sense to the young person. For example, if a young person presents with a behaviour of concern because he/she is trying to avoid a demand, the adults would wait until the

young person is calm and will reinstate the demand. At the same time, consideration will be given on the reason the young person is reluctant to follow this demand and appropriate proactive strategies will be implemented in order to reduce the likelihood of this happening again. In addition, the class team will focus on teaching the young person appropriate functional skills that will enable the young person to achieve the same outcome without having to use a behaviour of concern. The consequences may vary for different pupils in line with their individual needs and the function of their behaviour.

Consequences for behaviours of concern will only be used with students who are at a stage emotionally where they can exercise some control or choice over their behaviour. It is not appropriate to hold a student to account for their behaviour, by implementing a consequence, when they are at an emotional development stage where they operate from the reptilian brain or brainstem when they experience heightened emotions and revert to fight/flight or freeze at these times.

Behaviour Support

At Brookfield Primary Academy we define behaviours of concern as any behaviour which:

- reduces the quality of an individual's life.
- reduces access to learning.
- puts a child or young person at risk (physically or emotionally).
- puts the people around a child or young person at risk (physically or emotionally).

Behaviours of concern may show that:

- the child or young person has needs or wants which they are not able to communicate through other means.
- the child or young person's medical needs are not being met – they may feel ill or in pain.
- the child or young person is experiencing demands which are too much for them.
- the child or young person is experiencing feelings such as frustration, anxiety, depression or anger.
- the child or young person is overwhelmed by their environment or others around them.
- the child or young person needs more help to understand what is expected of them.

Low-level disruption is addressed quickly to ensure learners' behaviours do not disrupt lessons or the day-to-day life of the school. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively.

In judging whether a particular behaviour is a cause for concern, adults consider the child or young person's age and level of development.

The behaviours of concern displayed by pupils at Brookfield Primary Academy typically fall within the following categories: self-targeted behaviours, harm to others and damage to property.

If a learner presents with behaviour that is concerning and not considered manageable by the class teacher alone a Well-being Plan and a Behaviour Risk Assessment is written.

All staff are expected to follow the strategies outlined in the learners' Well-being Plan consistently in order to support the learners when moving between the different stages of behaviour safely and effectively.

All Well-being plans and Behaviour Risk Assessments have been shared with and agreed by parents/carers. Individual Risk Assessment are reviewed yearly across the school but given that they are 'live' documents, the class teacher in consultation with the Inclusion Team, must regularly update them if the behaviours presented change/evolve to ensure a consistent, proactive approach.

Below is an example of the template that will be shared with all staff working with the child and parents.

Pupil Wellbeing Action Plan

Aims		Actions/strategies	By Whom	Timescale	Notes
1					
2					
3					

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

1. Deliberately hurtful
2. Repeated, often over a period of time
3. Difficult to defend against

Bullying can include:

<u>TYPE OF BULLYING</u>	<u>DEFINITION</u>
<u>Emotional</u>	Being unfriendly, excluding, tormenting
<u>Physical</u>	Hitting, kicking, pushing, taking another's belongings, any use of violence

<u>Prejudice-based and discriminatory, including:</u> • <u>Racial</u> • <u>Faith-based</u> • <u>Gendered (sexist)</u> • <u>Homophobic/biphobic</u> • <u>Transphobic</u> • <u>Disability-based</u>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<u>Sexual</u>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<u>Direct or indirect verbal</u>	Name-calling, sarcasm, spreading rumours, teasing
<u>Cyber-bullying</u>	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

How the school will prevent bullying

Bullying will be taught as part of our PSHE and RSE Curriculum and highlighted through awareness days eg; Anti bullying week and children's mental health week. It will also be promoted through assemblies and visitors and workshops.

How can pupils, parents/carers and staff can report incidents of bullying?

Staff will report through CPOMS which will directly notify SLT and Inclusion Team and SENDco. Parents and carers can report incidents directly to the Principal by phone, email or in person.

How will the school investigate allegations of bullying?

Members of the SLT will gather the viewpoints of all children involved making a record of the incidents before discussing and deciding on outcomes of investigations which will then be shared with parents and logged on CPOMS. The principal reports any incidents of bullying to the LGB 4 times a year.

How will the school react to bullying that occurs off school premises or online?

Members of the SLT will gather the viewpoints of all children involved making a record of the incidents before discussing and deciding on outcomes of investigations which will then be shared with parents and logged on CPOMS. The principal reports any incidents of bullying to the LGB 4 times a year.

How the school records, analyses and monitors incidents of bullying

The school records incidents of bullying on CPOMS and this is analysed on a weekly basis during the SLT meeting and is monitored by the LGB 4 times a year.

How will the school support pupils who have been bullied, and those vulnerable to bullying?

The inclusion team works on a 1:1 basis depending on the child's individual needs and the incidents that have occurred.

How will the school train staff and governors in preventing and handling bullying?

This is covered in annual safeguarding training for staff and governors. Awareness raising days, assemblies and workshops support this.

Motivators

Dojo Points

At Brookfield Primary Academy, children collect ClassDojo points for demonstrating positive behaviours, attitudes to learning and our school values. Examples include showing kindness and good manners, demonstrating resilience, being a good friend and trying their best to achieve something, with an emphasis on **effort as well as outcome**.

Dojo points are used positively to recognise and celebrate pupils' achievements. Points should be awarded consistently and fairly by staff and should **not be removed or deducted once they have been earned**, in keeping with Brookfield's Positive Behaviour Support approach. This reflects the principle within this policy that rewards already earned should not be revoked.

EYFS and Key Stage 1

Children in EYFS and Key Stage 1 will continue to access the **Dojo Shop**. Pupils may choose to exchange their accumulated Dojo points for rewards available within the shop.

The rewards available will be reviewed to ensure they remain motivating and appropriate for the age and interests of the children. Pupil voice, including feedback through the School Council, will continue to inform the rewards offered.

Key Stage 2

In Key Stage 2, pupils will work towards a structured series of **Dojo achievement awards** rather than exchanging their points through the Dojo Shop.

This approach is designed to encourage pupils to develop **perseverance, resilience and delayed gratification** by working towards longer-term goals. It also enables the school to recognise sustained positive behaviour and effort through meaningful experiences, responsibilities and higher-value rewards.

The KS2 Dojo achievement pathway is:

Award	Dojo Points	Recognition and Reward
Copper	100	Certificate and a choice from the prize box.
Bronze	200	Certificate and a Top Table Lunch. The pupil may invite one friend to join them at the special Top Table, complete with a tablecloth, napkins, fancy glasses and special drinks.
Silver	300	Certificate and Class VIP Week, including choosing a song to play during independent work, being the class messenger for the week and being line leader for the week.
Gold	400	Certificate and an invitation for the pupil and one friend to enjoy Principal's Afternoon Tea, with drinks, cakes and treats.
Platinum	500	Certificate and a £5 gift card.
Diamond	600	Certificate, a £10 gift card, and induction into the Brookfield Hall of Fame, including a photograph displayed in school and recognition during Celebration Assembly.

When a KS2 pupil reaches an award threshold, they will receive the corresponding certificate and reward. **Their Dojo points will not be reset or deducted when an award**

is achieved. Points will continue to accumulate so that pupils can progress through each award level during the academic year.

KS2 Dojo points will only be reset at the **end of the academic year**, allowing pupils to begin working towards the achievement pathway again the following September.

Dojo Point system

ClassDojo is used to promote positive behaviour, positive attitudes to learning and the consistent reinforcement of Brookfield's expectations and values.

Across EYFS, KS1 and KS2, points may be awarded for agreed behaviours including:

- Good behaviour, resilience, kindness and being a good friend: **+1 Dojo**
- Four home reads: **+4 Dojo**
- Home learning: **+4 Dojo**
- Other behaviours identified according to the needs of an individual class may also be recognised; however, the value awarded for these should not exceed **+2 Dojos**.

Staff should award points consistently and fairly, ensuring that pupils understand the positive behaviour, effort or achievement being recognised.



Class dojo

Purpose

ClassDojo is used to support positive behaviour, celebrate achievements, and promote a consistent approach to behaviour and rewards across the school.

Aims

- To encourage positive behaviour and learning attitudes

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Who Can Use ClassDojo

- Teaching and support staff for educational purposes only
- Pupils may view their points with staff support but should not manage accounts

Appropriate Use

ClassDojo should be used to:

- Award points for positive behaviour, effort, and achievements
- Reinforce school values and expectations

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ClassDojo must not be used to:

- Publicly shame or embarrass pupils

Behaviour and Rewards

- Points should be awarded consistently and fairly
- Negative behaviour should be addressed privately and in line with the school behaviour policy

The use of ClassDojo will be monitored by senior leadership

Learning Behaviours

Learning behaviour is the idea that appropriate behaviours expected in a classroom setting can be taught to develop a safe, calm and nurturing learning environment where children excel. It emphasises the link between how your pupils learn and their knowledge of appropriate social and behavioural expectations. It is just as important for teachers to build a relationship with their students, as it is for students to build one with their teachers. Helping your students learn appropriate behaviours is the best way to ensure a safe and calm classroom environment.

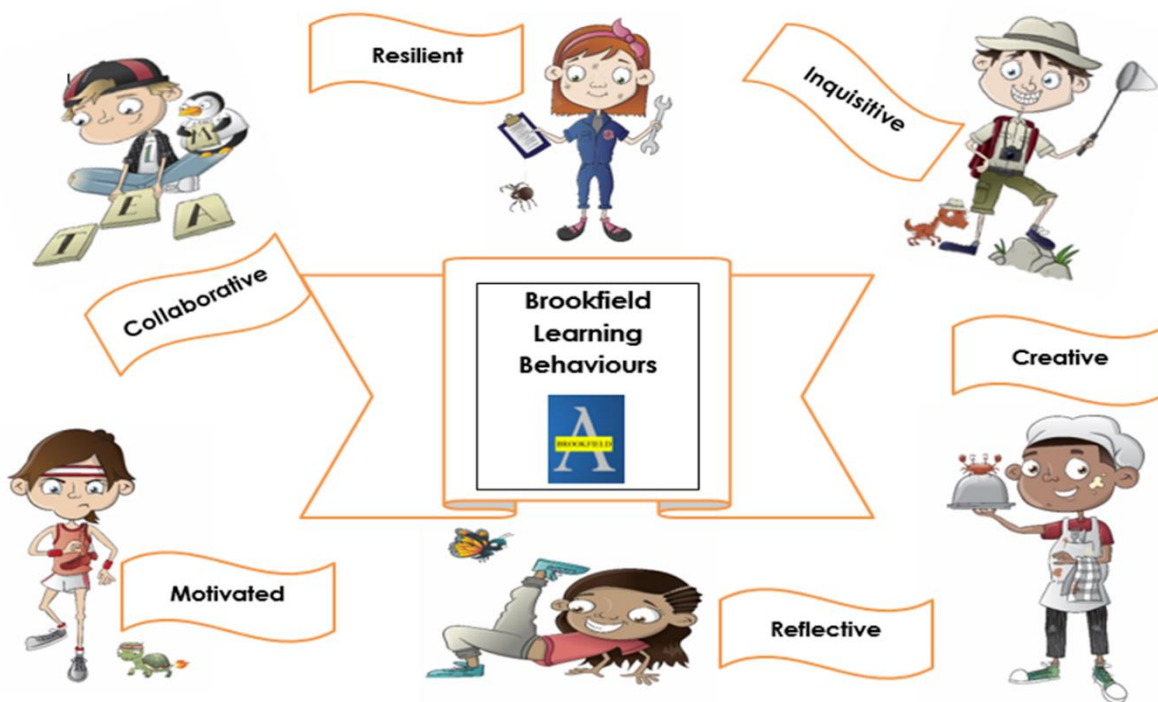
Successful behaviour for learning strategies depend on a number of variables, such as the quality of pedagogy and positive relationships. In order for children to succeed in their education, they need to learn the appropriate behaviour of how to act in school. Which they can take home and show positive behaviours outside the classroom. Children are capable of learning these behaviours, and it will ensure your young learners are reaching their maximum potential. For behaviour for learning strategies to be successful, there needs to be an overlap of cognitive and behavioural habits and skills. At Brookfield Primary Academy, we want our children to show creativity and

motivation in their learning. We want them to be inquisitive and ask questions about their learning. When faced with difficulties and challenges in their learning we want them to be resilient and work collaboratively with their peers and teachers, reflecting on their learning.

Brookfield Primary Academy's Learning Behaviours are:

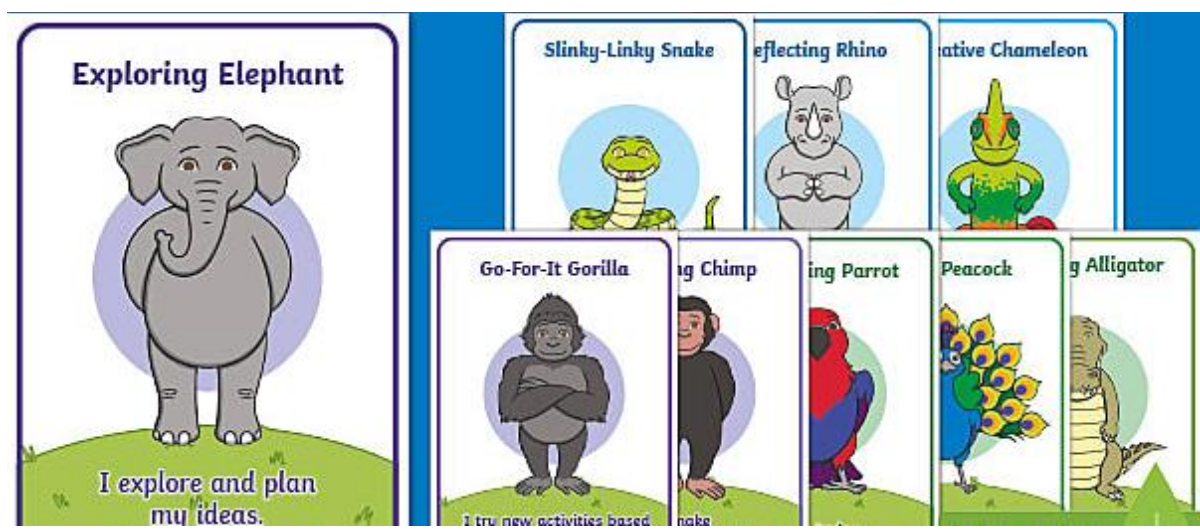
- Inquisitive Learners
- Reflective Learners
- Creative Learners
- Collaborative Learners
- Resilient Learners
- Motivated Learners
-

Each week there will be a learning Behaviour focus and children will be nominated for the weekly awards if they have demonstrated the Learning Behaviour from Years 1-6.



Characteristics of effective learning

In Foundation stage we celebrate effort and learning behaviours, not just outcomes. We are specific ("for keeping trying..." rather than "good job"). They are linked to the characteristics, not only academic skills. We give out weekly certificates that have a focus for example exploring elephant and persevering parrot.



Sanctions

During reflective time on a Friday afternoon 2:30–3:00pm, children will reflect on their learning and behaviour throughout the week. There will be time to discuss Dojo points, celebrate achievements, recognise progress towards rewards and certificates, and create appropriate next steps. EYFS and KS1 pupils may also visit the Dojo Shop in accordance with the school reward system. There will also be an opportunity to discuss consequences and/or next steps that children feel are appropriate. Positive, calm and mindfulness activities will be in place whilst these conversations happen.

Reflection time		
Name	Reason	Strategies



Promotion of our core Values

At Brookfield Primary Academy, our Core Values – **Success, Pride, Ambition, Respect and Kindness (SPARK)** – underpin all aspects of school life. These values are central to our ethos and guide the behaviour, attitudes and aspirations of both pupils and staff.

To ensure that our Core Values are consistently understood, reinforced and celebrated, we have a dedicated **Core Values display** prominently positioned within the school. In addition, **posters and visual reminders** are displayed throughout classrooms, corridors and shared areas. These visuals provide a clear, consistent message and act as daily prompts for children and staff to reflect upon and demonstrate our values in their learning, behaviour and interactions.

Teachers and support staff actively refer to the Core Values during lessons, assemblies and pastoral conversations. The visual displays support this by helping children make meaningful connections between expected behaviours and our school ethos. Pupils are encouraged to recognise and celebrate examples of Success, Pride, Ambition, Respect and Kindness in themselves and others.

Through the consistent use of displays, posters and shared language, we promote a positive, inclusive environment where our Core Values are lived out in practice and embedded into everyday school life.

Legislation

This policy takes into account relevant legislation, regulations and guidance including the most recent publications from the Department for Education, Department of Health and the Health and Safety Executive. This policy is also based on the special educational needs and disability (SEND) Code of Practice and the Safeguarding and Child Protection Policy/Keeping Children Safe in Education).

This policy will be reviewed annually or if guidance changes.

At every review, the policy will be shared with the Local Governing Body.