



Holbeton Primary School

## Positive Behaviour and Relationships Policy



*'Small but Mighty - from tiny acorns mighty oaks do  
grow'*



### Our Aims and Expectations

As a small school community, we pride ourselves on being 'Small but Mighty; Mighty Oaks from Tiny Acorns Grow'. We find strength in our small size and have high aspirations of ourselves and others. Just like any family, we all try our best to get things right, but know that there will be times when we need support from those around us to help us make the right choices.

Our school values of Guidance, Resilience, Opportunity, Wonder, Togetherness and Health are woven into daily school life, and we encourage our school family to live out these values in our interactions with each other, our wider community and the world around us.

Children will be referred back to these values whenever behaviour is addressed and our values will be taught and discussed through assemblies, PSHE using Jigsaw materials and time within class.

At Holbeton Primary School, we have the highest expectation of our children and encourage them to:

Be Safe



Be Respectful



Be Ready



### Building Positive Relationships

Providing protection, connection, understanding and care.

At Holbeton Primary School we are focused on providing nourishing relationships with our pupils. With this ethos, we seek to effectively promote and develop good behaviour and character. Our policy and practice is developed on the following relational approach.



In order to support children, we must understand how to meet the underlying developmental needs - not just manage the symptoms. To do this, adults and children need to build and nurture positive relationships based on mutual respect and a shared understanding of expectations.

A secure relationship involves our staff providing protection, connection, understanding and care:

Protection	Connection	Understanding	Care
<ul style="list-style-type: none"> <li>• Providing safety and security.</li> <li>• Being a source of safety through our relationships and the safety cues we provide.</li> <li>• Being predictable, reliable and trustworthy.</li> <li>• Providing structure, boundaries and containment.</li> </ul>	<ul style="list-style-type: none"> <li>• Being physically and emotionally available.</li> <li>• Being responsive, expressive and interactive.</li> <li>• Attuning and connecting physically and emotionally.</li> <li>• Showing children we like them and are interested in them.</li> <li>• Being playful and having fun.</li> <li>• Finding time to do things in time and rhythm together.</li> </ul>	<ul style="list-style-type: none"> <li>• Being curious about their feelings, thoughts and behaviour.</li> <li>• Understanding their thought processes and trying to work it out.</li> <li>• Accepting their feelings and experiences, empathising, wondering aloud, validating, showing them you 'get it'.</li> <li>• Helping them to process their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Being loving and compassionate</li> <li>• Showing them we care, looking after their basic needs, soothing and comforting them.</li> <li>• Holding them in our minds.</li> </ul>

### Meet and Greet

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door. This may be a simple, 'Good morning' or offering a smile, noticing something about the child etc. to provide a consistent check in and enthusiastic welcome to every child.

### How we Promote and celebrate good behaviour

#### Expectations and Routines

Every classroom develops a culture, created together by children and staff, within which every child is able to feel happy, safe and included and is therefore able to flourish. Every child will sign up to a class 'charter' which will be discussed and agreed by the whole class. It will be based on a set of 3 clear expectations (rules) which define how we expect every child to conduct themselves.

The expectations (rules) are as follows:

- Be Safe
- Be Respectful
- Be Ready

These rules are broken down into smaller 'chunks' to support understanding, particularly in our younger pupils or those with additional needs.

#### We are SAFE

We move around school in a safe manner.

We have kind hands.

We follow instructions to keep ourselves safe.

We use equipment safely.

We stay safe online and make safe choices in our community.

#### We are RESPECTFUL

We listen when others speak- one voice.

We use kind words.

We are kind and helpful.

We use good manners.

We respect the property of our friends and the school.

We respect that other people have different ideas, beliefs and backgrounds to our own.

We respect that people may look different and have different needs, but we may all feel the same emotions.

We respect the law and the rules of school and society.

#### We are READY to learn

We arrive at school on time.

We have the correct uniform and PE kit.

We have our equipment ready.

We show that we are listening, and we are ready to try our very best.

Each classroom will also have set routines that will be established around:

- Entering and leaving a classroom quietly
- Moving from activity to activity in a calm and orderly fashion
- Stopping and listening when asked by an adult
- Settling to work with focus

We call this The Holbeton Way – “The way we do things here”.

#### A Restorative Approach

As a school we believe in a restorative approach to behaviour. Our systems work in school in order to:

- Resolve conflict through the use of everyday restorative interactions and discussions including classroom meetings, circle time, peer mediation.
- Repair harm through the use of facilitated restorative encounters.
- Support change by ensuring that all parties involved: learn from the incident, have their needs identified and supported and are enabled to repair and restore relationships.
- Support individual children to understand the consequences of behaviour and enable them to repair relationships through the use of individual restorative explorations.

#### Restorative Conversations

At Holbeton School we strongly believe that although consequences for actions are often necessary, the real learning which actually changes behaviour comes from the restorative conversation which follows.

Four key features of Restorative Conversations are:

- Respect: listening to other's opinions and valuing them
- Responsibility: taking responsibility for your own actions
- Repair: discussing how to repair harm
- Re-integration: working through a process that solves the problem

Restorative conversations:

- allow a culture of respect and discipline in the school community to be built;
- create an increase in staff confidence to deal with a wide variety of discipline issues including classroom management, bullying and low-level disruptive behaviour.
- empower pupils to take ownership of their behaviour to encourage self-discipline and responsibility to other learners and staff in the school community.

We place value on allowing children enough time to process their actions, and those of others, and then a restorative conversation will take place. Staff will structure these conversations based around these main questions:

- What happened?
- What were you thinking at the time?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Responses to Good Behaviour

We will always endeavour to focus on positive behaviours and reward these as frequently as possible; this includes daily, weekly, and termly class rewards as well as whole school celebration assemblies which take place weekly.

Behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a child's behaviour without addressing these needs. We recognise that:

- Children need personalised responses to supporting their personal development and well-being.
- Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs.

- Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.

Good Behaviour will result in:

- Verbal or visual expression of praise from adults present
- Awarding of Dojo points (These are added to the House points)
- Certificate in weekly celebration
- Class rewards
- Reward on individual behaviour plan (for pupils with behaviour support plan)

Responses to Inappropriate Behaviour:

For the majority of children for the majority of time, we also have a clear consequences system which all teachers follow consistently. This adds clarity for our staff and pupils and ensures fairness; it also teaches that inappropriate behaviours will not be tolerated and protects the rights of all. As such we set out our responses to negative behaviours as follows:

<b>Negative Behaviour</b>	<b>Response (always preceded with a reminder of expectations)</b>
Initial low level interruption in classroom	Reminder of expectations – give positive peer example
Low level interruption in classroom	Verbal warning from adult with expected behaviour defined positively with link to appropriate classroom expectation (rule)
Repeated low level interruption in class	5 minute time out within classroom to reflect – pupil moved to time out area – behaviour expectations displayed. Correct behaviour and likely consequences discussed as pupils return to class seat
Further lack of focus on learning	Loss of playtime to make up learning time. Restorative conversation following 6 questions.
Verbal abuse Preventing others from learning Inappropriate language Not following adult instructions	Time in 'reflection' during lunchtime. Restorative conversation following 6 questions.
Our Schools must be safe places: Acts of physical aggression towards other pupils or members of staff will not be tolerated and will result significant intervention with the SLT working alongside parents. Such incidents may lead to internal or external exclusion. (please see exclusion section for further details).	

<b>Playtime Behaviour: similar principals apply but the difference in setting necessitates the following:</b>	
Initial low level disruption of other pupils' play or disrespect to lunch staff.	Reminder of expectations – give positive peer example
Low level disruption of other pupils' play or disrespect to lunch staff.	Verbal warning from adult with expected behaviour defined positively with link to appropriate playground expectation (rule)
Repeated low level disruption of play or disrespect to lunch staff	5 minute time out within play environment to reflect – pupil moved to time out area. Correct behaviour and likely consequences discussed as pupils return to play
Further disruption of play or disrespect to lunch staff	Removal from playground, restorative conversation following 6 questions.
Verbal abuse Preventing others from playing Inappropriate language Not following adult instructions	Removal from playground, restorative conversation following 6 questions.
Our Schools must be safe places: Acts of physical aggression towards other pupils or members of staff will not be tolerated and will result significant intervention with the SLT working alongside parents. Such incidents may lead to internal or external exclusion. (please see exclusion section for further details).	

The children will be aware of the following 'Steps' linked to the above tables:

Step 1 –Reminder of expectations –give positive peer example.

Step 2 -Verbal warning from adult. Expected behaviour defined.

Step 3 – 5minute time out within the classroom to reflect. Clear positive expectation and consequence explained.

Step 4 –Consequence –loss of playtime or lunchtime with follow up Restorative Conversation following 6questions. Parents to be notified by class teacher at the end of the day. Logged as behaviour incident on CPOMs.

Step 5 -For serious incidents, or when a change in behaviour hasn't been seen, reflection time may be in another classroom, with another member of staff or with SLT. The class



teacher will phone-call home. The behaviour will be recorded on CPOMs. Parents may be invited to attend a meeting so a plan can be put together by staff, parents and pupil which will aim to support all involved in regulating behaviour.

### Inclusion

While challenging behaviour is not by itself a special educational need or disability, underlying needs can contribute to how pupils behave in school. Examples of this can include Autism Spectrum Conditions, Attention Deficit Hyperactivity Disorder, Attachment Disorders and communication, social, emotional and mental health difficulties.

With this in mind, we ensure:

- We work in close partnership with pupils' parents/carers, whether or not the same behaviours are exhibited at home.
- We seek advice from external professionals including Educational Psychology Team, Communication and Interaction Team, Behaviour Support Team and The School Nurse Team.

It is important to note, as mentioned in the previous 'responses' section that we recognise that some children require a differentiated approach. We support these children through communication plans, co-regulation plans and when necessary, have risk assessments in place for them. These documents are constantly reviewed and shared with parents on an Assess, Plan, Do, Review cycle.

### Managing pupil transition

Transition starts well before a child moves to a new class. We ensure that there are opportunities throughout the year for all children to have contact with all adults in school so that adults become familiar faces and positive relationships begin to develop.

As we come to the end of each academic year, we have clear procedures in place to facilitate a smooth transition to the next year group. These procedures include time and activities with the new teacher and staff handover meetings.

We recognise also that some children need additional transition support this will involve an increased number of meetings with the class teachers for both parents and child as well as personalised pupil profiles which is created in partnership with home and school.

## De-escalation

Wherever possible attempts should be made to de-escalate situations, including taking all reasonable steps to reduce the risks to the safety of all involved. Training should be provided to all staff in strategies and approaches for de-escalating challenging situations, and staff should make themselves available to support colleagues when such situations arise.

Examples of de-escalation strategies include (depending on the circumstances):

- Distraction
- Humour
- ‘Change of face’ –introducing a different adult into the situation
- Withdrawal of other children
- Suggested self-withdrawal by child to an agreed safe place
- Strategic ignoring
- Recommendation of self-soothing strategies

For this to be effective, all of this requires good communication and a shared understanding of the child’s needs, as recorded on a behaviour/care plan. It also requires staff themselves to present extreme calmness and positive intent to make the situation safe.

The ‘PACE’ tool can be used by staff:

Playfulness, Acceptance, Curiosity, Empathy

PACE is a way of thinking, feeling, communicating, and behaving that aims to make children feel safe.

### Playfulness

This is about creating an atmosphere of lightness and interest when we communicate.

Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness.

### Acceptance

Unconditional acceptance is at the core of children’s sense of safety. Acceptance is about actively communicating to the child that we accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour.

## Curiosity

Curiosity, without judgment, is how we help children become self-aware, reflect upon the reasons for their behaviour, and then communicate. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.

## Empathy

Empathy allows the child feel our compassion for them. Being empathic means we actively show the child that they are important to us and that we want to be with them in hard times.

## Roles and Responsibilities

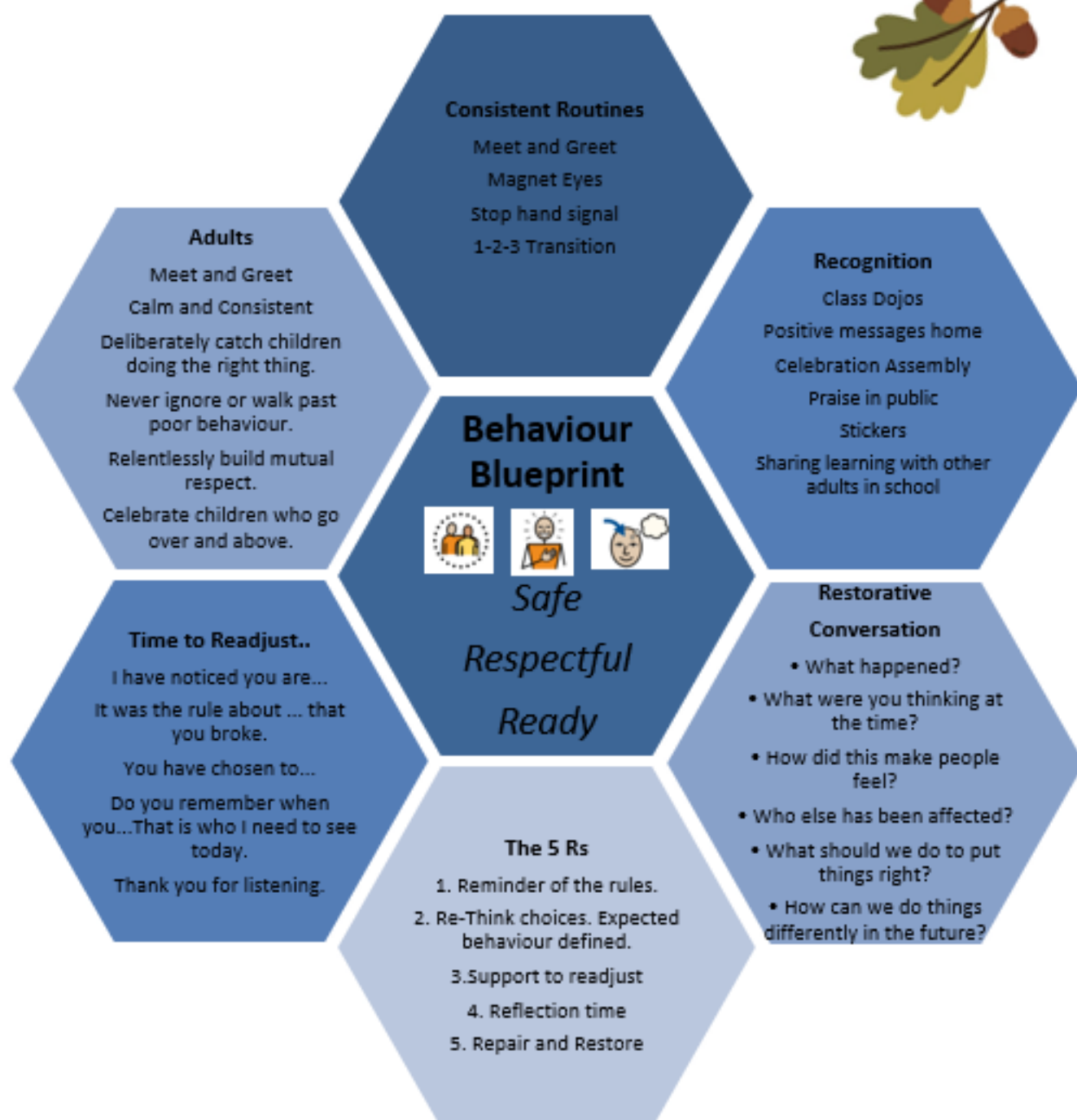
<b>Headteacher:</b> Develop with staff a strategic approach to behaviour and relationship based on the values and aims of the school. Hold staff and leaders to account at all levels for implementation of agreed policy.	<b>SENCo:</b> Support the HT in developing and implementing a strategic approach to behaviour, in line with the agreed policy. Hold teachers and leaders to account for the implementation of said policy.	<b>Teachers:</b> Promote and develop positive behaviour at all times in line with the school's behaviour policy within and beyond own class.
<b>Teaching Assistants:</b> Promote and develop positive behaviour at all times in line with the school's behaviour policy within and beyond own class.	<b>Meal Time Assistants</b> Promote positive behaviour at all times in line with the school's behaviour policy. Report information back to the relevant class teacher.	<b>Governors:</b> Have a strategic overview of the behaviour policy. Support when required in the process of Exclusion.



# Holbeton Primary School

## Behaviour Blueprint

*'Small but Mighty - from tiny acorns mighty oaks do grow'.*



Guidance

Resilience

Opportunity Wonder

Togetherness

Health

### Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools 2022](#)
- [The Equality Act 2010 -advice for schools](#)
- [School suspensions and permanent exclusions](#)

It is also based on the [Special educational needs and disability \(SEND\) code of practice](#).

### Links to other policies:

In order to ensure that we support holistic practice which works towards a common aim and consistent value system we have made links to the following policies:

#### Safeguarding Policy

<https://www.holbeton.devon.sch.uk/attachments/download.asp?file=4179&type=pdf>

#### SEND Policy

<https://www.holbeton.devon.sch.uk/attachments/download.asp?file=4182&type=pdf>

#### Exclusions Policy

<https://www.holbeton.devon.sch.uk/attachments/download.asp?file=4183&type=pdf>

### Dissemination of this policy

- All staff members and governors will have access to a copy of this policy
- A copy of this policy will be available on the school's website
- Electronic copies will be available on the school's IT systems
- Copies will be available to view in the school office upon request by parents and teachers,