

Holbeton Primary School



Relationships and Behaviour Policy

Policy Updated: July 2026

Policy Approved: August 2026

Date of Next Review: July 2027

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 Ready



Be Respectful



Be Safe



This policy should be read alongside the Westcountry Schools Trust Behaviour for Learning Framework 2026. The school's behaviour systems, routines and responses have been developed in line with Trust expectations whilst reflecting the unique context and values of Holbeton Primary School.

Building Positive Relationships

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
• Providing safety and security. • Being a source of safety through our relationships and the safety cues we provide. • Being predictable, reliable and trustworthy. • Providing structure, boundaries and containment.	• Being physically and emotionally available. • Being responsive, expressive and interactive. • Attuning and connecting physically and emotionally. • Showing children we like them and are interested in them. • Being playful and having fun. • Finding time to do things in time and rhythm together.	• Being curious about their feelings, thoughts and behaviour. • Understanding their thought processes and trying to work it out. • Accepting their feelings and experiences, empathising, wondering aloud, validating, showing them you 'get it'. • Helping them to process their feelings.	• Being loving and compassionate • Showing them we care, looking after their basic needs, soothing and comforting them. • Holding them in our minds.

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 Ready
- Be Respectful
- Be Safe

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

We are RESPECTFUL

We listen when others speak- one voice.

We use kind words.

We use good manners.

We respect the property of our friends and the school.

We respect difference between people

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.

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.

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".

Good attendance and punctuality are essential foundations for learning, belonging and positive behaviour.

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 sometimes 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 Positive Behaviour for Learning

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.

Positive Behaviour for learning is recognised through school systems such as:

- 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 learning are:

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.

The children will be aware of the following responses to inappropriate behaviour:

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.

Responding to Aggression and Unsafe Behaviour

The school recognises that not all acts of aggression have the same underlying cause. Some behaviours may be intentional, where a pupil is aware of and chooses their actions, while others may be reactive or dysregulated, arising from distress, anxiety, sensory overload, communication difficulties, trauma responses, or an inability to regulate emotions.

Regardless of the underlying cause, acts of physical aggression (including hitting, spitting, kicking, biting, or behaviour that places others at risk of harm) are not acceptable and will always result in intervention to maintain safety. When responding to incidents, staff will seek to understand the function of the behaviour and the individual needs of the pupil, whilst ensuring the safety and wellbeing of everyone involved.

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

The 'PACE' tool can be used by staff to de-escalate behaviour:

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.

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.

Restrictive Intervention

Any use of reasonable force or restrictive intervention will only be used as a last resort to prevent harm, will be lawful, reasonable, proportionate and necessary, and will be recorded and reported in accordance with Trust guidance and Department for Education requirements.

Follow-Up and Restorative Practice

After an incident involving aggression:

A restorative or reflective conversation will be adapted to the pupil's developmental level, communication needs, and emotional state.

The purpose of the conversation will be to support understanding, repair relationships where appropriate, and develop strategies for future success.

Parents/carers will be informed of significant incidents.

Staff involved will be checked in with and supported.

Repeated incidents will trigger a review of the pupil's support plan, risk assessment (where applicable), environment, and strategies in place to identify patterns, triggers, and additional support needs.

Graduated Response to Behaviour and Inclusion

Holbeton Primary School adopts a graduated response to behaviour, recognising that behaviour may be a form of communication and that some pupils require additional support to successfully engage with learning. In line with the WeST Behaviour for Learning Framework, behaviour concerns are considered alongside attendance, SEND, safeguarding, mental health and wider contextual information. Support is matched to need and may be introduced at any stage according to individual circumstances.

Inclusion

The school recognises that some pupils, including those with Special Educational Needs and Disabilities (SEND), may experience heightened anxiety that affects their behaviour. For these pupils, behaviour is understood as a form of communication.

The school is committed to:

- Making reasonable adjustments to support inclusion as required by the Equality Act (2010), the school will make reasonable adjustments to prevent disadvantage and support inclusion.
- Maintaining clear, consistent boundaries to promote safety and emotional regulation.
- Ensuring the safety and wellbeing of all pupils and staff.

Wave 1: Universal Support

Universal support is available to all pupils and forms the foundation of positive behaviour at Holbeton Primary School.

This includes:

- Positive relationships and a culture of belonging.
- Clearly taught expectations and routines through The Holbeton Way.
- Consistent use of rewards, recognition and praise.
- Restorative approaches and conversations.
- Explicit teaching of behaviour, social skills and self-regulation.
- Meet and Greet routines and positive adult role modelling.
- High quality teaching and adaptive classroom practice.
- Clear and consistent responses to inappropriate behaviour.

The majority of pupils will have their needs successfully met through these universal approaches.

Wave 2: Additional Support

Where behaviour concerns persist or become more frequent, additional support may be required.

Staff will seek to understand potential underlying causes and may consider:

- Increased communication with parents and carers.
- Behaviour observations and assessment of need.
- Review of attendance, wellbeing and safeguarding information.
- Literacy, communication or learning assessments where appropriate.
- Reasonable adjustments to routines, expectations or environments.
- Additional emotional, pastoral or regulation support.
- Individual targets, check-ins or mentoring.
- Development of an Individual Behaviour Support Plan (IBSP) or Regulation Plan.

The aim at this stage is early intervention and the removal of barriers to successful participation in school life.

Wave 3: Targeted and Specialist Support

Some pupils may require more targeted intervention and involvement from specialist services.

Support may include:

- Advice from the SENDCo.
- Educational Psychology involvement.
- School Nurse support.
- Early Help or Family Help services.
- CAMHS or other health professionals.
- Speech and Language Therapy advice.
- Multi-agency meetings and coordinated support planning.
- Individual risk assessments where appropriate.

At this stage, support plans will be regularly reviewed, with clear outcomes identified and monitored.

Wave 4: Intensive Support

For a small number of pupils experiencing significant or sustained difficulties, more intensive support may be required.

This may include:

- Enhanced multi-agency involvement.
- Personalised timetables or bespoke provision.
- Increased adult support and supervision.

- Alternative arrangements to maintain safety and inclusion.
- Consideration of statutory assessment processes.
- Behaviour, safeguarding and SEND leadership involvement.
- Risk management planning and regular review meetings.

The school's focus remains on understanding need, maintaining safety and supporting successful inclusion wherever possible. Any serious sanctions or interventions will be considered alongside reasonable adjustments, safeguarding responsibilities and the individual circumstances of the pupil.

Reasonable Adjustments

Throughout all stages of the graduated response, staff will consider whether reasonable adjustments are required in accordance with the Equality Act 2010. Consistent with the WeST Behaviour Framework, we maintain consistency in our principles whilst remaining flexible in our practice to meet individual needs. No pupil will be sanctioned for circumstances or behaviours that are beyond their control, and staff will consider available information before applying consequences. Reasonable adjustments do not mean the absence of expectations, nor do they require staff to tolerate physical or verbal aggression.

Reviewing Need

The graduated response is not intended to be a fixed sequence of sanctions. Support will be implemented at the earliest appropriate stage according to the pupil's needs. Behaviour data, attendance information, safeguarding concerns, SEND needs and pupil voice will be considered together to ensure that support remains appropriate, effective and proportionate.

Behaviour and Safeguarding

Some behaviour incidents may also constitute safeguarding concerns. Bullying, discriminatory behaviour, child-on-child abuse, harmful sexual behaviour, serious violence, online incidents and behaviour which places a child at risk of harm will be treated as safeguarding matters as well as behaviour matters.

Where concerns arise, staff will follow the school's safeguarding procedures and seek advice from the Designated Safeguarding Lead (DSL). Behaviour concerns will be considered alongside safeguarding, attendance, SEND, wellbeing and contextual information when assessing risk and determining appropriate support.

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.

Behaviour, safeguarding, SEND and attendance information will be shared securely and appropriately between staff to support successful transitions and continuity of support.

Monitoring, Evaluation and Governance

The Headteacher and Senior Leadership Team will monitor the implementation and impact of this policy through regular review of behaviour, attendance, SEND and safeguarding information to identify patterns, emerging needs and the effectiveness of support provided.

The school will ensure that behaviour systems are fair, proportionate and do not disproportionately affect pupils with SEND or other vulnerable groups. Behaviour data will be reviewed regularly and practice adapted where necessary to improve outcomes for pupils.

The Governing Body/West Community Council (WCC) will receive regular updates on behaviour and inclusion and will provide challenge and support to ensure the school remains safe, inclusive and aligned with the WeST Behaviour for Learning Framework.

Behaviour is everyone's responsibility and all staff are expected to implement this policy consistently, fairly and with consideration for individual pupil needs.

Legislation and Statutory Requirements

DfE Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)

DfE Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (July 2026)

DfE Restrictive Interventions, Including Use of Reasonable Force in Schools (April 2026)

DfE Inclusion Bases in Schools (June 2026)

DfE Arranging Alternative Provision (February 2025)

DfE Working Together to Improve School Attendance (updated June 2026)

SEND Code of Practice

Equality Act 2010

DfE Keeping Children Safe in Education 2026 (comes into force from 1 September 2026; schools should continue to use KCSIE 2025 until 31 August 2026)

This framework has been reviewed against KCSIE 2026 expectations most relevant to behaviour practice, including Family Help, safeguarding risk and needs assessment, child-on-child abuse, serious violence, mental health, information sharing, alternative provision, online safety, mobile phones, generative AI and secure transfer of safeguarding information.

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 (under review)

<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>

Suspensions and Exclusions Policy

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

Appendix 1 - WeST Behaviour Principles

1. Strong pupil conduct, both in lessons and throughout the school, is essential for creating a safe, calm and encouraging environment where every child can feel secure, participate fully and thrive academically and personally.
2. Connect before correct - positive behaviour stems from mutual respect and strong, trusting relationships between staff and pupils. Staff should consistently model professionalism, compassion and high standards, actively encouraging good behaviour.
3. We never assume that pupils automatically understand how to behave. Each pupil is unique, with different experiences at home, in the community and in previous schools. We therefore teach expected behaviours clearly and explicitly before correcting behaviour. This approach forms part of our behaviour curriculum and aligns with DfE Behaviour in Schools guidance.
4. Public praise, private criticism - uphold dignity and respect at all times. We respond consistently to positive behaviour through recognition and reward, and to negative behaviour through proportionate consequences.
 - a. We actively recognise and encourage positive behaviours.
 - b. We set clear boundaries and use proportionate sanctions when expectations are not met, while ensuring that responses remain fair, consistent and focused on helping pupils make better choices.
5. Our goal is to help pupils succeed, not find fault. This approach guides our focus on preventative support and early intervention for those needing extra guidance.
6. Behaviour routines at WeST schools are straightforward, transparent and understood by all stakeholders. These routines are systematically taught to establish and reinforce expected behaviours for all pupils, ensuring clarity and consistency for pupils, parents, carers and staff.
7. Certainty not Severity. We prioritise fair, proportionate and consistent consequences, with a strong emphasis on prevention, early intervention and helping children make positive choices.

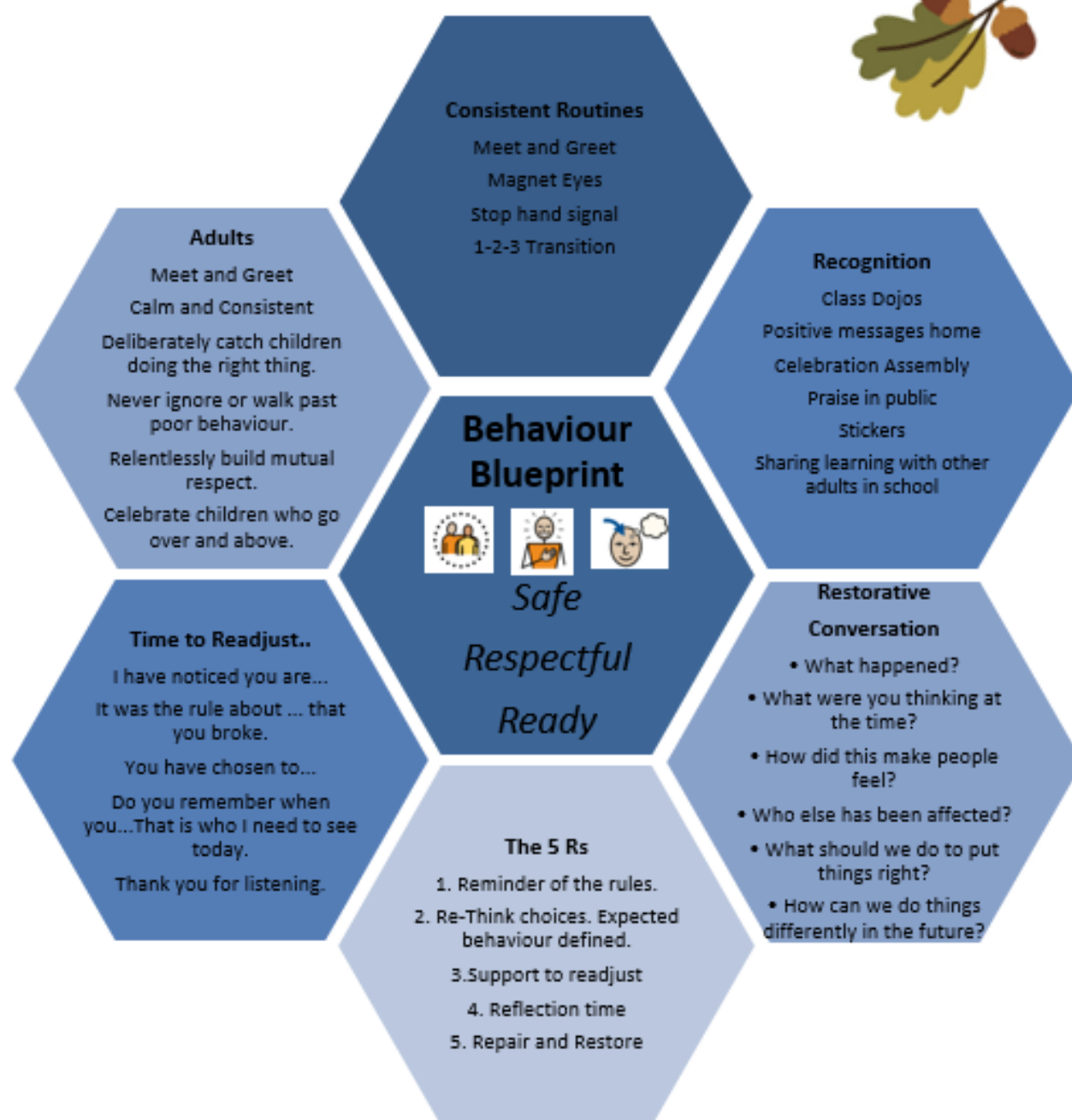
8. Address the behaviour, not the individual. We avoid labelling children and focus on the behaviour rather than the child. Behaviour is addressed calmly and respectfully whilst maintaining each child's dignity.



Holbeton Primary School

Behaviour Blueprint

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



Guidance

Resilience

Opportunity Wonder

Togetherness

Health