



Hambleton CE Primary School

Relational Approach to Behaviour

Policy

This policy should be read alongside:

Relational Approach to Behaviour (summary)

SEND Policy

Safeguarding Statement

Anti-bullying policy

[Keeping Children Safe in Education \(DfE, 2022\)](#)

[SEND Code of Practice \(DfE, 2015\)](#)

Policy Introduced:	Spring 2023
Review Date:	Spring 2026

Our approach to behaviour is underpinned by the Values which make up our Christian Vision.

Our Christian Vision

Respectful Creative Resilient Truthful
Teamwork Compassionate

'Those who trust in the Lord for help will find their strength renewed. They will rise on wings like eagles; they will run and not get weary; they will walk and not grow weak. Their roots will grow down into God's love and keep them strong'. (Isaiah 40:31, Ephesians 3:17)

At Hambleton Church of England Primary, we are dedicated to providing an inclusive environment which recognises, supports and nurtures all of our pupils.

Our staff team are committed to fostering a school culture which draws upon our Christian Values and connects pupils together as a school community. We use our Christian Values as a set of behavioural expectations which guide pupils on how they can positively interact with one another. Our Christian Values are the strong foundations which enable our pupils to holistically develop into independent, resilient, lifelong learners, who have strong personal values and are prepared for the future and beyond.

The purpose of our behaviour policy is:

- To clarify our school's behavioural expectations, roles, rights and responsibilities with all staff so that they feel they have the knowledge, tools and confidence to respond to all types of behaviours
- This policy will guide staff embed and maintain a consistent*, proactive approach to behaviour which supports pupils to understand cause and effect, to learn the value of taking responsibility and the importance of repairing relationships
- To ensure that all staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour

*Consistency does not mean always responding in the same way to each pupil or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each

individual pupil benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need (Dunnett & Jones, 2020)

Our Behaviour Policy is underpinned by the Relational Approach.

Key elements of the approach are:

- The Relational Approach combines the setting of clear expectations for behaviour alongside promoting social and emotional well-being and fostering positive, restorative relationships within the school community.
- Dunnett & Jones (2020) highlight that the Relational Approach is “based around the principle that all behaviour is a form of communication.” In addition, guidance directs schools to “place a greater importance on inclusion and belonging through promoting positive relationships and behaviour, effective teaching and preventative responses.”
- “Relational Practice is built on cohesive values, a sound understanding of needs of the community and an ethos that promotes strong, mutually respectful relationships. Where a more restorative, relational approach has been adopted, schools have seen a reduction in exclusion rates, absence and disruptive behaviour requiring sanctions.” (NYCC, 2020)

At Hambleton CE Primary School we:

- Expect all staff and visitors to the school to act as positive role models
- Expect all staff to take responsibility for promoting and reinforcing positive behaviours at all times
- Use our Christian Values as a form of acknowledging good behaviours and addressing undesirable or inappropriate behaviours
- Ensure that all necessary staff are informed of any issues/needs that may arise in order to ensure consistency of approach
- Ensure that vulnerable pupils (such as those with Special Education Needs, physical or mental health needs) receive sensitive and well-matched behavioural support
- Adopt relational approaches and restorative conversations to discuss and resolve issues
- If natural consequences are necessary, these are purposeful and used as a teaching point so that pupils know what happened, why this isn't acceptable and what to do next (short term and long term solutions)
- Greet pupils warmly regardless of any undesirable events previously
- Take a personal interest in the progress and welfare of every pupil
- Seek to identify and address any persistent difficulties
- Believe it is crucial to work closely with parents on managing behaviour issues when necessary and especially where there are persistent or serious difficulties
- Challenge negative comments from other pupils regarding a pupil's personality, ability, sexuality, appearance or cultural background

We believe that our aims are achieved when we:

- Provide a safe, secure and supportive environment for everyone (from pupils to parents, staff, Governors or visitors)
- Create a positive school culture which is consistent and nurturing. We continue to develop a school culture that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers
- Understand that all pupils do not socially, emotionally and cognitively develop at exactly the same rate, nor do they all join school at exactly the same stage of development. Therefore, we recognise that being 'fair' is not about everyone getting the same response to behaviour (equality) but about everyone getting what they need in order to thrive (equity)
- We are aware that adaptations may need to be made due to the needs of the individual and the pupil's wider context (this includes making adaptations for pupils with Special Educational Needs)
- We understand that behaviour is a form of communication of an emotional need (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. They understand that relationships are key and that there is "connection before correction"
- Provide pupils with excellent role models and opportunities to develop their understanding of what our Christian Values look like in the way that we behave
- Adults use attachment friendly, nurturing language and unconditional warmth in their interactions with pupils, taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself
- Have high expectations and maintain boundaries at all times to ensure pupil needs for consistency, predictability and security are met.

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need to be explicitly taught and continually made aware of our predictable routines, expectations and responses to behaviour.

Hambleton School staff will do the following to help our pupils meet these expectations:

- Explicitly teach pupils what our behavioural expectations and Christian Values look like in the way we act with one another, and continue to uphold high expectations by consistently referring to them for both positive and undesirable behaviours
- Continue to embed this understanding through whole school Worship and daily in classes

- Consistently use 'The Zones of Regulation' visual to help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adults when needed
- Support pupils to calm and co-regulate both within and outside the classroom when necessary (e.g. if they are dysregulated or distressed)
- Adults use a calm, well-regulated tone and respectful language appropriate to the needs of that pupil at all times
- Adults won't use sarcasm to embarrass pupils who are struggling to regulate, nor will they draw attention to undesirable behaviour. Whenever possible responses to behaviour (especially undesirable behaviour) will be handled in private
- As far as possible, staff provide routine in every lesson, in every classroom so pupils know what happens next
- Adults remain curious and demonstrate the desire to understand a behaviour and what it communicates and demonstrate unconditional positive regard for all pupils

Supporting pupils with appropriate behaviour:

Explicit teaching and modelling

In addition to being explicitly taught, pupils can learn about both appropriate and inappropriate behaviours by observing others. Behavioural expectations are consistently modelled by adults within the school environment. All staff are responsible for noticing and positively reinforcing when pupils live out our Christian Values through their interactions with peers and adults.

Positive reinforcement

As a school we recognise that pupils need to be taught cause and effect and that through encouragement, praise and positive reinforcement we can teach pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour. **Examples** of positive reinforcement that are used across the school are:

- Verbal praise as acknowledgement of positive behaviours
- Team points for demonstrating Christian Values
- Special mention in school Wise Owl assembly for example:
 - Wise Owls
 - Maths Monsters
 - Reading Rebels
 - Accelerated Reader certificate
 - PSHE weekly celebration recognition
- Positive messages communicated to parents
- Responsibilities around the classroom or school

- Recognising and celebrating achievements whilst in and out of school
- Subtle forms of praise for pupils who find overt praise difficult to accept
- Individual, personalised positive reinforcement
- Some classes use reward systems which are earned over time and are redeemable as a class treat later in the term

Zones of Regulation

The Zones of Regulation is a preventative, emotional regulation tool that can be used to support behaviour. "Regulation is something everyone continually works on... we all encounter trying circumstances which test our limits from time to time. If we can recognise when we become less regulated, we are able to do something about it to manage our feelings and get ourselves back to a healthy place." (Kuypers, 2011)

Through regular emotional check-ins, adults and pupils can identify which 'zone' they are in and can notice when individuals are moving away from the green, calm zone.



KS1 Resource



KS2 Resource

Pupils use 'get back to green strategies' to regulate their emotions and problem solve with adults to get back to a calm place where they are able to engage in learning. This approach develops children's skills to notice their own feelings, respond with greater independence and become more empathetic and understanding towards others (Kelly, Watt & Giddens, 2020).

Use tools to get in the green zone



Examples of regulation strategies

Purposeful consequences

When necessary, we use purposeful consequences to

- how to build their skills to express their feelings and emotions
- Support pupils to understand cause and effect
- Guide pupils to effectively manage and repair the situation

By using behavioural instances as an opportunity for learning, pupils are practising key skills which will lead to improved behaviour and become better equipped for the future.

When considering how to respond to undesired behaviours, the developmental age and specific needs of the pupil, as well as contextual factors which may be contributing to the behaviour, will always be taken into account when deciding appropriate consequences. As a school, we recognise that a 'one size fits all' approach is not appropriate for all our pupils as all pupils do not have the same rate of social, emotional and cognitive development.

Whenever possible, adults respond to undesired behaviours privately and in a way that is mindful of the pupil's dignity so that it helps them understand cause and effect without feeling shame or embarrassment.

In the event where it is deemed that a consequence is a necessary response to unacceptable behaviour, the consequence must be purposeful. Purposeful consequences are used discreetly as a learning opportunity, to help pupils understand why the behaviour is undesirable, recognise the impact of their actions and to work towards repairing the situation in the short term and for the future. Whenever possible, it is preferred that staff work with pupils to discuss and agree an appropriate purposeful consequence, thus demonstrating the pupil's awareness of the impact of their actions.

Examples of purposeful consequences which involve an opportunity for learning and growth:

- Apology (verbal or written) as age appropriate
- Flow chart visual used in conversation to break down the situation
- Zones board used to explain the feelings of others
- Friendship promise/charter created as a group
- Restorative circle time with those involved
- Temporary removal of class job or responsibility
- Create personalized guidelines (e.g. for behaviour towards peers) that pupils will hold themselves accountable to
- Time with another adult e.g. SENCo/Deputy/Headteacher (dependent upon behaviour)

Please note that purposeful consequences are decided on an individual basis with the consideration of the wider context (e.g. contributing factors, previous incidents) alongside the needs of the individual.

In addition, in the most serious cases, all schools have the right to suspend or exclude children, if all other approaches to behaviour have been unsuccessful.

Restorative Practice

After an incident or a consequence, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. Unconditional positive regard is to be maintained.

Restorative Practice is to be used by staff to support pupils to repair relationships with their peers. Restorative approaches have been found to be very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. Restorative approaches are not intended to replace the use of consequences but support the decision making process and bring about understanding of the need to restore the relationship that has been damaged by the behaviour.

If a pupil continues to struggle to achieve an expected standard of behaviour required for successful learning, the class teacher will arrange a meeting with their parent/carer to discuss the issues being faced. This may be supported by a member of the SLT if appropriate.

Supporting pupils with additional needs

Any pupil, at any time during their schooling could experience a period of turbulence which may result in unwanted behaviours. For a small number of pupils, they may have a specific underlying condition/need which should be taken into account. Approaches used to support these pupils include:

- Continued involvement and liaison with parents
- Close liaison with the Special Educational Needs Co-ordinator (SENCo)/Deputy/Headteacher
- Providing additional in-class support (with support from the SENCo) outlined on an SEND Support Plan
- In-house SEMH intervention e.g. ELSA, Nurture, Thrive, Zones of Regulation
- Involving external agencies and professionals when necessary
- Implementation of a behaviour plan or risk assessment
- Investigating options for adapted or alternative provision (dependent upon criteria, availability etc.)

Monitoring and Review

Staff Training

With advice from Local Authority specialists, the school's Senior Leadership Team have developed staff development opportunities to ensure that as many staff as possible are trained in:

- The SEND Graduated Approach (delivered in-house, identifying barriers to learning & behaviours as a communication of need)
- A nurturing approach to language, relationships and behaviour management (delivered in-house, adapted from the Thrive Approach)
- Relational Approach to behaviour management (delivered in-house, adapted from NYCC guidance)
- Zones of Regulation (delivered in-house, adapted from Leah M. Kuypers, 2011)
- Restorative Practice (delivered by NYCC)
- Restrictive Physical Intervention (delivered by React UK)

Specific staff members are also trained in/as:

- A Licensed ELSA & nurture support (Emotional Literacy Support Assistant)
- A Licensed Thrive Practitioner (including training on attachment)
- Compass Phoenix (previously Compass Buzz) Mental Health Champion
- Unlocking Autism
- Nuffield Early Language practitioner (NELI)
- Safeguarding Leader & Deputy training

All new staff are expected to take part in the necessary training sessions and must also read the Behaviour Policy as part of their induction.

Monitoring

The success of the school's Behaviour Management Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Leadership Team (included the Headteacher)
- Analysis of tracking data for individual pupils and for cohorts (including class and individual behaviour logs)
- Analysis of individual SEND pathways and review of the need for external professional involvement when necessary
- Termly Pupil Progress review (carried out by SLT including the SENCo)
- Analysis of suspensions/exclusions data
- The school development plan (SDP) which is used for planning and monitoring provision within the school

- Feedback from pupils, parents and staff, both informal and formal (including meetings and surveys)

Bullying

Bullying is a particular behaviour by which one person has power over another. Incidences of bullying will be dealt with in accordance with the schools Anti-Bullying Policy.

Attendance

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school.

Parents will be reminded of their responsibilities for attendance and punctuality when necessary

Racial Harassment

All incidents relating to Racial Harassment will be taken seriously and will be dealt with in line with national guidance. This is taught as part of our PSHE and RSE curriculum so that pupils are aware that such practises are unacceptable and will not be tolerated.

Discrimination

With reference to our 'respect' Christian Value, pupils will know that discrimination of any kind will not be tolerated. This is taught and reinforced during curriculum subjects such as PSHE, RSE and RE as well as during our annual whole school Inclusion Day.

Use of Positive handling

As part of our whole school approach to behaviour, staff at Hambleton CE Primary School are committed to providing a safe, supportive learning environment for all members of our school community. As outlined above, staff regularly use both pro-active measures and de-escalation strategies to prevent certain behaviours and emotions from reaching a crisis point. With said preventative strategies, all pupils are enabled to feel regulated, calm and safe within the school environment.

In the event that a pupil reaches a crisis point, positive handling may be required. For this, staff follow evidence-based physical intervention strategies which are recommended by React UK.

Please refer to our 'Restrictive Physical Intervention' Policy for further information.

Behaviour beyond the school gate

Pupils are expected to uphold the reputation and Christian Values of the school both in school and outside school hours.