



“Let us not love with words and speech but with actions and in truth.” 1 John 3:18

Date of Policy:	April 2023
Approval by Governing Board:	
Date of Review:	April 2025

All behaviour is communication

Aims and Principles

READY, RESPECTFUL AND SAFE

We have a restorative, nurturing and inclusive approach responding to and supporting behaviour. We consistently support children in managing their emotional regulation and understand how their actions can affect others. We support children to understand emotionally and physically unsafe behaviours can cause emotional and physical harm to others and support children in restoring and rebuilding their relationships. We celebrate children who demonstrate the schools' values, treating others with respect and kindness.

All children have rights and responsibilities: children have the right to feel safe, treated with respect and to learn in a calm and purposeful environment. Our approach to relationships, interactions and behaviour supports the children in fostering this environment and maintaining the nurturing and inclusive culture at Harbury CE Primary School.

We set high expectations for behaviour and conduct within our school within a framework of high nurture, kindness and support. Working within restorative practice we:

- Provide a clear, fair and consistent approach based on nurturing principles and restorative practices
- Foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill
- Endeavour to provide a safe, respectful, equitable and inclusive school environment
- Give staff the tools to enable them to support and equip children with strategies to manage their emotions and anxieties, supporting them to build positive relationships with others

READY

RESPECTFUL

SAFE

Little Meerkat's Big Panic by Jane Evans

We all have a monkey (prefrontal cortex) and a meerkat (amygdala.) The role of the monkey is to do all of our big thinking and decisions. Our monkey isn't fully developed until we are about 25, so until then we have a baby monkey who needs a bit more support and guidance. Our meerkat's job is to make sure we are safe at all times. If our meerkat suspects any threat it will be alert letting our brain and body know. It's so loud that nothing else can be heard, especially the monkey. With it goes any rational thought. meerkats don't always get it right. But that's not their job, their job is to be on high alert. If they don't get it right it takes our body time to recognise this and regulate.

Maslow's Hierarchy of needs



Key Features:

RELATIONSHIP building

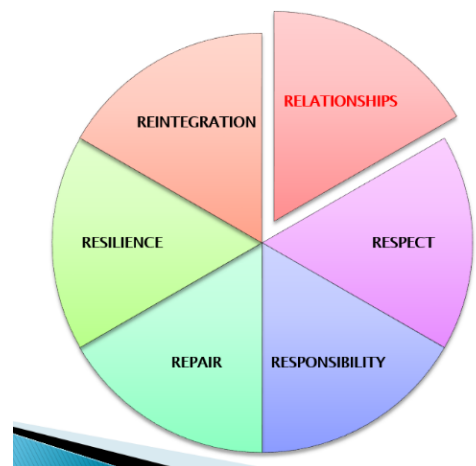
RESPECT for everyone

RESPONSIBILITY for your actions

REPAIR harm and find solutions

REINTEGRATION back into the community

RESILIENCE skills



Connection over compliance

Each class will follow the same stages of connection

Morning greetings using everyone's chosen name

Circle time

Vision in action

Wellbeing assemblies

Friendship ambassadors

Thrive room- coming soon

Friendship bench-coming soon

Zoning playground-coming soon

Calm/prayer spaces

Following the calm sheets

Some classes choose to use recognition boards

Peer mediation-coming soon

Thrive

THRIVE is a dynamic, developmental approach to working with pupils that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions (Discharge Behaviours) can be contained, channelled and communicated safely. The THRIVE approach supports children with these behaviours. Safe touch is used to calm, soothe and regulate a child's emotions and is an important developmental experience. The brain does not develop neural pathways to initiate calming and self-soothing unless and until safe emotional regulation has been experienced within a positive relationship with a significant adult. Remembering that the brain is not fully developed until age 25 it continues to need experiences of co-regulation within a positive relationship with a significant adult. These continued experiences promote the development of neural pathways to initiate independent calming and soothing skills. Safe touch, calming, and support with regulation, is a priority to help children's brains develop access to thinking, judging, evaluating and choosing mechanisms.

Safe touch is one of the key ways of regulating children's emotions, but it is a strategy that staff should only use in the presence of another adult.

Examples of safe touch:

- Holding the hand of the child for reassurance;
- A hug when comforting a distressed pupil;
- A reassuring hand placed on the shoulder or upper back
- Using open hands to guide and encourage
- Shaking a hand or placing a hand on a child's shoulder e.g. when a pupil is being congratulated or praised;

Other examples of acceptable physical contact:

- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching in order to keep them safe and prevent injury;
- To give first aid.

Alternate means of calming, soothing and containing children's strong emotions include:

- Slowing one's pace
- Lowering the voice
- Breathing more deeply
- Initially matching the pitch and volume of the child's emotional display and then regulating it down
- Talking slowly, firmly and quietly in an unhurried unflustered way
- Providing clear predictable consistently held boundaries

Recognition Board

A Recognition Board will be used to encourage social or learning behaviours. Students will be recognised for a variety of chosen attributes, skills and achievements which meet the school's values. Where they can, students will write their name and reason for selection on a post-it which will be placed onto the class recognition board. Teachers in younger year groups may write the post-it for the child or have laminated value cards with the children's names to put onto the recognition board. Every child can be recognised for going 'over and above' their usual behaviours.

Fantastic Walking

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Children are expected to behave appropriately whether with an adult or not.

A Positive note home

The Positive Note is a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school. This can be sent home on Class Dojo.

'The positive note enables you to mark the moment with the student. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

Celebration Worship

Taking place weekly and usually led by the Headteacher. This is a collaborative, sharing event, designed to showcase the many positives in and out of school. Teachers and teaching assistants who recognise and encourage children to feel proud of their achievements in the week nominate individuals for the assembly:

- Children receiving Love, Learn and Grow Awards

This assembly is a positive experience to also build children's self-esteem. Parents and carers are invited into the school to celebrate with their child and the school community.

Dojo Points

These are a universal reward system and are designed to reflect our school values of love, learn and grow together with the children. Dojo Points can be awarded by any adult for any aspect of safe behaviour.

Positive Role Models

It is important that all school adults are aware that they are positive role models to all our children, this clearly means:

- Speaking to each other how we would like to be spoken to ourselves
- Treating each other how we would like to be treated ourselves
- When a child asks to speak to an adult, they are not dismissed
- We listen to all sides of a conflict and try to come to an agreed resolution, discussing any emotional harm to restore relationships
- We give children strategies for dealing with conflict and an understanding behind the reasons for their own and other behaviours
- We remain calm with our voice and our actions, behaving without judgement at all times

Patterns of Negative Behaviour

All behaviour is communication

We use the CPOMs recording system for behaviour and safeguarding. This enables all examples of behaviour to be logged, including low-level concerns.

Senior Leaders can then access these logs, analyse patterns and put appropriate support and intervention in place before this escalates further.

Social, Emotional and Mental Health

Our school is a nurturing school which takes seriously the well-being of all in our community. This contributes to the unique, caring ethos which we are known. This ethos is illustrated by:

- Helping children form positive relationships and seek help when they need it
- Enabling children to develop resilience
- Teaching children to have an awareness of mental health
- Identifying early any SEMH needs where possible
- Partnership work with parents, carers and outside agencies
- Supporting our staff with their well-being

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents.

This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required.

Restorative Meetings/Conversations

'The positive relationships you form with students depend on a restorative approach being your default mode.'

Paul Dix

We believe that nurturing ethos and restorative practice, as well as high expectations, are key to building positive relationships. Restorative conversations aim to help the children

realise how their actions impact on others, teach alternative strategies or responses and equip the student with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions ([See Appendix 1](#))

These restorative questions will be used to support restorative conversations. For some students, adult may decide it would be more appropriate to start with two questions and build on these as the student develops in maturity.

Restorative Actions

'Students need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the student.'

Paul Dix

Our approach is based upon building strong relationships between adults and students. The use of positive reinforcement strategies will always be our default approach. However, if a student is not responding to these strategies, there needs to be clear, consistent routines in place.

Vital Relational Functions (VRFs)

This links to our Thrive approach- relate, rupture and repair. All relationships including healthy ones have moments of rupture -what matters for their long term strength is how those ruptures get repaired.

Attune- be alert to how the child is feeling. Attune to their emotional state through facial expressions, body language, gestures and noises.

-Show you understand the intensity, pitch ,pace and volume of the child's emotional state.

Validate

-Time to stop, show you understand, validate how they are feeling,validate the child's perspective and experience

-Beginning to be able to think about feelings-avoid reassuring, deflecting, distracting or making light of the child's feelings.

Contain

- Show that you can see, understand and bear the child's feelings
- Think of safety around the child
- Make it survivable by catching it, matching it, digesting it and offering it back named and in small pieces.

1. Restorative intervention

The Restorative Conversation

In a restorative conversation the adult stays neutral and offers all concerned a chance to explain what happened from their point of view. This must take place when everyone has had sufficient time and space to calm. The adult may clarify what a child has said but should use open questioning and follow the key restorative questions: **“What happened? What were you thinking/feeling at the time? What do you think about it now? Who has been affected by what has happened? What has been the hardest thing for you? What needs to happen to make this right? What will you do differently next time? (additional questions) How did you feel? How do you think the other person feels?”**

The adult should help all parties to understand their own emotions (they may need to name those emotions for some children) and to help all involved to understand how their actions affected others. This must happen to help children develop responsibility for their behaviour. Adults should help children to develop an understanding that they are responsible for their own behaviour and make their own choices. Not all of these conversations may result in a natural consequence. Natural consequences should not be given without a conversation being held with the child / children involved as it is important that they understand why there is a consequence.

Teachers and senior leaders will identify individuals who are not responding to restorative conversations and continue to demonstrate challenging or unsafe behaviour. School Senior Leaders will work with and support staff by identifying trends in when the behaviour occurs, suggesting individualised strategies to support the child or offer support to the wider friendship or family group.

2. Serious incident escalation (linked to Exclusion Policy)

An escalation process for children who are not responding to the process or have displayed severely unsafe behaviours is in place. We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, email, or an informal or formal meeting. For students with behaviour as an additional need, examples of these will be detailed on their Learning Profile.

Appendix 1

Relationships Policy 'at a glance'

Classroom Plan	A Guide to a 30 Second Script	Restorative Questions
<p>Teachers will manage their classrooms with high expectations and adapt their strategies according to the students they teach and the needs they may have. Strategies could include:</p> <ul style="list-style-type: none"> • A look • A verbal reminder • Repeat reminder (privately if possible) • 30 second script • Regulating break (no more than 5 minutes). • Restorative conversation, with the appropriate adults and students. This can take place at playtime or lunchtime when pupils are in a regulated state. 	<p><i>'I noticed you are ...'</i> (wandering around the classroom chatting) <i>'I understand how you are feeling...'</i> OR <i>'I wonder if you are feeling...'</i> <i>'You're not showing our value of – (respect)</i> <i>'You have chosen to ...</i> <i>Do you remember when you ... (finished all of your work)</i> <i>'That's who I need to see today.</i></p>	<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/feeling at the time? 3. What do you think about it now? 4. Who has been affected by what has happened? 5. What has been the hardest thing for you? 6. What needs to happen to make this right?" 7. What will you do differently next time? 8. (additional questions) How did you feel? How do you think the other person feels?

<ul style="list-style-type: none"> • SLT involvement • Pastoral support programme (BAP) • Suspension 		
---	--	--

Simplified lanyard reminder

What happened?
What were you thinking at the time?
What do you think about it now?
Who has been affected by what has happened?
What has been the hardest thing for you?
What needs to happen to make things right?
What will you do differently next time?

Appendix 2

Adaptation of the policy for children with SEND















For the majority of our students the guidance set out in our Relationship Policy is enough to ensure that our students' follow and maintain our expectations of being 'Safe', 'Ready' and 'Respectful'. The SEND Code of Practice 2015 and the Equality Act of 2010 makes it clear that for students with additional or SEND needs school will need to make reasonable adjustments to ensure that this group of children are not disadvantaged in any way due to their additional needs. Where a student is identified with a SEND need that may affect their behaviour, external agencies will support any adaptations or changes to provision which will support inclusion, understanding of needs and reduce any future risk of exclusion.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Appendix 3

Useful documents for restorative conversations.

<h3>How big is the problem?</h3> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>I can fix this by myself.</p> </div> <div style="text-align: center;">  <p>I can fix this with a little thinking!</p> </div> <div style="text-align: center;">  <p>I need help to fix this.</p> </div> </div>	<h3>How big is the problem?</h3> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>It is not impacting my feelings or my learning.</p> </div> <div style="text-align: center;">  <p>It is impacting my learning.</p> </div> <div style="text-align: center;">  <p>It is impacting my learning and feelings.</p> </div> <div style="text-align: center;">  <p>It is taking over!</p> </div> </div>
<h3>Restorative Questions and Statements</h3> <ol style="list-style-type: none"> Pre Chat Questions and Statements <ul style="list-style-type: none"> We all need some time to think about what just happened. We need to speak about this when we have had some time to think about how this happened? Take some time and we will talk about this This needs to be sorted out but I can see you are not ready right now – we need to talk about this later. Enquiry Questions <ul style="list-style-type: none"> What happened?/What else happened? What happened just before this? Where were you when this happened? Intended Outcome Questions <ul style="list-style-type: none"> What did you want to happen? What were you trying to achieve? What were you thinking when this happened? What were you trying to tell X? Emotional Intent Questions <ul style="list-style-type: none"> What were you thinking/feeling when this happened? What was going through your mind when..... What were you thinking at that point? Emotional Reflection Questions <ul style="list-style-type: none"> What do you think/feel about this now? What's in your mind now? How that you've had time to think and calm down how does that change things? Resolution Questions <ul style="list-style-type: none"> How can we put this right? What can you do so X feels happy this won't happen again? What needs to happen to put this right? What can you do so X feels happy that this won't happen again? What did you want X to do? What would you need to go on the contract? Future Behaviour Questions <ul style="list-style-type: none"> What could you do differently next time? How will we know that it's working? What would that look like to me? What needs to happen to ensure that this works? What difference will it make to you if this works/doesn't work? How will I know it's happening? What will it look like to me? 	<h3>Reflect and reset</h3> <p>What happened?</p> <div style="border: 1px solid black; height: 60px; margin-bottom: 10px;"></div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>I felt</p> <div style="border: 1px solid black; height: 60px; width: 100px;"></div> </div> <div style="text-align: center;"> <p>They felt</p> <div style="border: 1px solid black; height: 60px; width: 100px;"></div> </div> </div> <p>What now?</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Talk about it </div> <div>Solve a problem </div> <div>Write a letter </div> <div>Something else </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Say sorry </div> <div>Journal </div> <div>Make a plan for next time </div> </div>

Better together.	
<input type="text"/> What happened? <input type="text"/> How were you feeling? <input type="text"/> How do you think they felt? <input type="text"/> What can happen next to make it right? <input type="text"/>	<input type="text"/> What happened? <input type="text"/> How were you feeling? <input type="text"/> How do you think they felt? <input type="text"/> What can happen next to make it right? <input type="text"/>

REFERENCES

This policy is to be read in conjunction with the following policies: • AntiBullying Policy • Child Protection and Safeguarding Policy • Staff Behaviour Policy (Code of Conduct) • Online Safety Policy • Acceptable Use Policy

BIBLIOGRAPHY

- DfE (2013) Use of reasonable force in schools
- DfE (2017) Exclusion from maintained schools, academies and pupil referral units in England
- Paul Dix (2017) When the Adults Change, Everything Changes: Seismic shifts in school behaviour
- Paul Dix (2021) After The Adults Change: Achievable behaviour nirvana
- Education Endowment Foundation (2019) Improving Behaviour in Schools
- Mark Finnis (2021) Restorative Practice