



Honeybourne Primary Academy

Turning Potential
Into Success

Promoting Positive Behaviour and Relationships Policy

Approved by:	Dominic Davis	Date: 21 st March 2022
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This policy will set out the children's rights as set out in:

Article 28 of the UNCRC which states;

*'Every child has the right to an education. Primary Education must be free and different forms of secondary education must be available for every child. Richer countries must help poorer countries achieve this. **Discipline in schools must respect children's dignity and their rights.'***

Article 29 of the UNCRC which states;

*'**Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own cultures and the environment.'***

Through this vision we adhere to:

Teacher Standard 1

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Teacher Standard 5

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

Teacher Standard 7

Manage behaviour effectively to ensure a good and safe learning environment

- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

AIMS

“The ability to form meaningful relationships is fundamental to mental-health and happiness. It’s the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others.” (TISUK 2019)

Our aim is to enable our children to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a learning culture so that children engender a love of learning and the desire to continue to learn. As educators, we are fair, flexible, trustworthy, respectful and model positive relationships; this we believe is when pupils best achieve and develop their independency and love to become a successful learner. We aim to give our children every opportunity to succeed. Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to consistently high level of children achievement and attitude.

Rationale

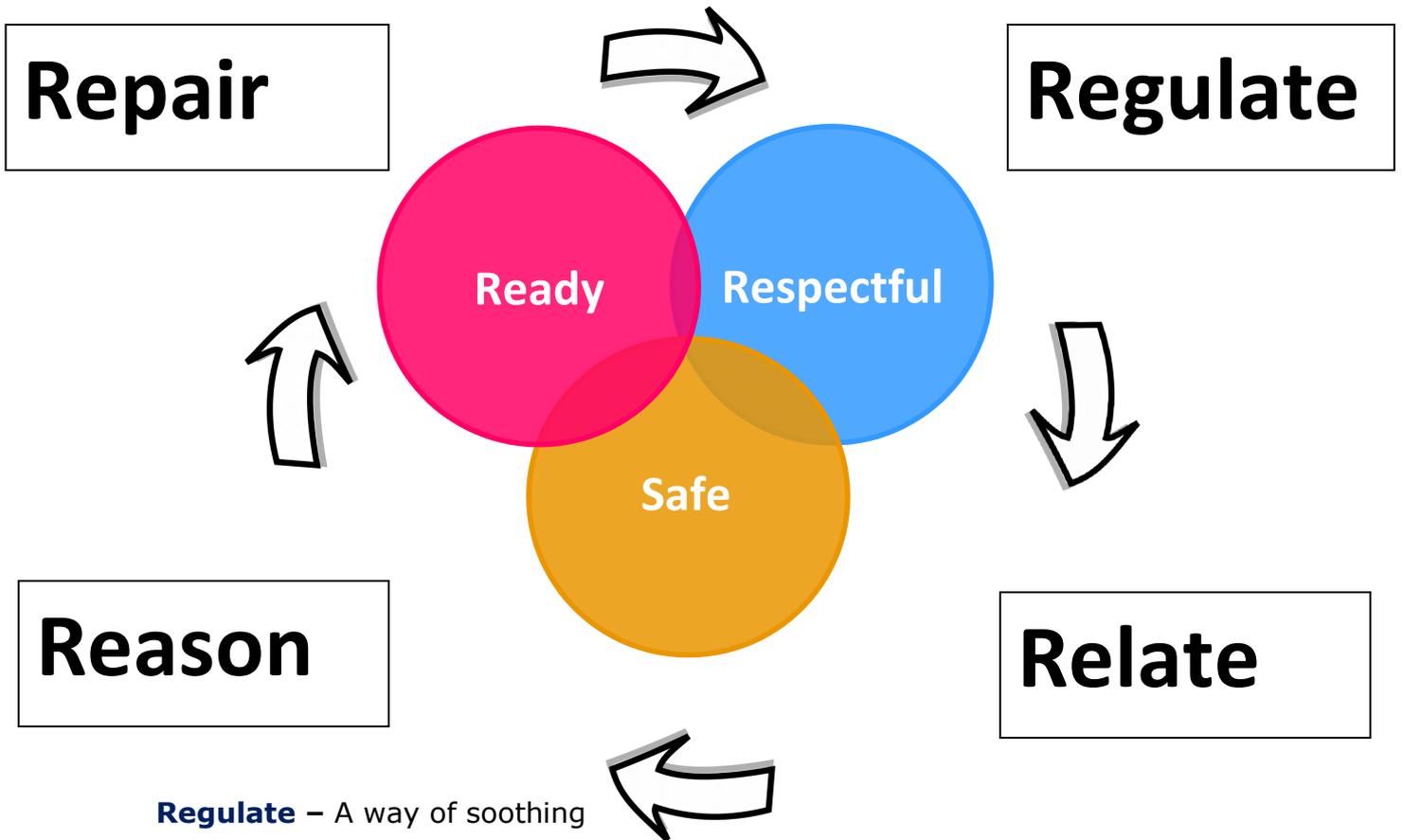
At Honeybourne Primary Academy we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, children will develop and reach their fullest potential. It is the belief that every child should be given ‘Unconditional Positive Regard.’ Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. The aims, ethos and values are outlined in this policy. It is our aim is to support children, with particular focus on helping them with understanding their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the children and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND to maximise positive steps and positive outcomes. Furthermore, it is recognised that in order to fully meet the needs of pupils, of which many present with complex needs, it is a necessity that the school is attuned, attachment friendly and nurturing (Wall; 2018).

It is integral that work is carried out to co-regulate behaviours, but also to provide the skills for children to identify their own need and to educate them and upskill them in order to self-regulate and allow for positive changes.

We place relationships and children’s sense of safety and security at the heart of classroom management and encourage nurture, warmth and empathy, even when a child is presenting with behaviours that feel challenging. The sense of community and belonging is all important and we take individual circumstances into account.

We believe we should show respect, kindness and consideration for others; we should cooperate and work together harmoniously, we should be thoughtful, responsible, helpful and appreciative in all we do.

At Honeybourne Primary Academy we use Louise Bomber's model of restorative behaviour and follow the four steps of Regulate, Relate, Reason and Repair.



Regulate – A way of soothing

Relate – A way of connecting

Reason – A way of reflecting

Repair – A way of re-connecting

Positive Relationships

All staff are responsible for adhering to positive practise that promotes a pupil's ability to engage in, and access their learning. This is based on the understanding that pupils best achieve, develop and reach their true potential when staff are; fair, flexible, trustworthy, respectful, and model positive relationships. It is the expectation at Honeybourne Primary Academy that all staff, regardless of role act in this way.

Our school is invested in promoting positive relationships between all stakeholders. We have a specially trained Trauma and Mental Health Informed Practitioner and an Emotional Literacy Support Adult (ELSA) to support children who are identified as requiring additional support. This

support may be offered in 1:1 sessions, in class or in small groups. Our aim is to support children to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them.

Therefore, our school is invested in supporting the very best relational health between:

- Parent(s)/carer and child
- Pupil and pupil
- Pupil and school staff
- Parent/carer and school staff
- School staff
- School staff and senior leaders
- Pupils, parent(s)/carer and other agencies
- School staff and external agencies

We aim to increase our staffs' understanding in nurturing attachments and the PACE (Playfulness, Acceptance, Curiosity, Empathy) approach (Hughes, 2015). This means that our pupils are met with a warm emphatic, playful and curious staff team that will enable them to move out of flight/fight or freeze and into relationship and trust.

As a school we ensure that interactions with pupils, their families/carers, other agencies and each other are socially engaging not socially defensive

Emotion Coaching

At Honeybourne Primary Academy we adhere to the 'Emotion Coaching' approach. We recognise that **all behaviours tell us something**. Emotion coaching is an approach that uses situations of heightened emotions to teach children about their emotions. In doing so, it helps children to 'understand the different emotions they experience, why they occur and how to handle them' (Gottman, 1996). Emotion coaching is built on the foundations of close, caring and empathic relationships. The central idea is that we take time and opportunities to 'connect' with our children before we 'correct' them.

At Honeybourne Primary Academy we follow the steps of Emotion Coaching as set out below:

Notice behaviours, label emotions, listen with empathy, and explain to children that all feelings are ok.

- Recognise behaviour as communication
- Emotions are normal things to experience
- Stay calm and listen, be patient
- Look for verbal and physical emotional cues of how a child is feeling
- Provide empathic responses: '*I wonder..., I notice..., I can see..... , It's ok to feel....*'.
- Help children make links between what has happened and how they feel.

Zones of Regulations

At Honeybourne Primary Academy we use the Zones of Regulations approach which is a cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach children to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

The Four Zones: Our Feelings & States Determine Our Zone

- The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, distress, or fear when in the Red Zone.
- The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the 'fidgets', or nervousness when in the Yellow Zone.
- The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are expected at one time or another, but our curriculum focuses on teaching children how to manage their Zone, based on the environment and people around them.

Golden Charter

At Honeybourne Primary Academy we believe in establishing and building shared values for a rights respecting classroom. A charter is a visual document that establishes an agreed set of rights-based principles upon which relationships can be based and which provide a language for shared values between adults and children. This supports a positive learning environment for children and young people in the classroom, across the whole school, in the playground or in other areas within the school context.

Choice and consequences

We promote fairness and restorative principles across our academy, we are child-centred and inclusive. We have an approach which is built around positive relationships between staff and children as well as children and peers. Additionally, we aim to enable all pupils to have the ability to understand their own behaviour, to self-regulate and build positive relationships within and out of

our academy. Positive recognition is used sincerely and purposefully, thereby encouraging and reinforcing the behaviour we want to see.

Reward Systems

Within our academy, we promote team building and to respect and value our school ethos without the need for physical rewards. However, we understand that it is also important to recognise when children have shown exemplary behaviours or attitudes to their learning. This is done in the following ways:

Individual Rewards:

- Praise, positive eye contact, gestures etc.
- A note home from the teacher to praise their work
- A positive phone call or email home
- Displaying the pupil's work and achievements in communal areas and the classroom
- Stickers
- Instant recognition of achievement within the class
- Reward certificates
- Commendations
- Spontaneous peer group praise
- Sharing good work and or behaviour with other professionals
- Additional responsibilities
- Postcard sent home from the headteacher
- Joining the headteacher for 'Hot Chocolate Friday'
- Messages on seesaw
- Golden time

This list is not exhaustive and teachers have flexibility to personalise rewards for individuals and classes.

As an academy we are constantly finding out which rewards will work best for our children. This personalised approach shows children that the adults in school care for them as individuals and that they are celebrated for their uniqueness.

House Points

All children are members of one of four houses – Kingfishers, Eagles, Herons, Falcons. Each week house points are awarded, collated and recorded. Children primarily win house points through obtaining certificates in our reward assemblies. The house winners are awarded five minutes extra play on a Friday afternoon. A house cup is given for the house whose house achieves the most points over the academic year. There are also a range of competitions that take place across the year (including sports, arts and music) when children can earn additional house points.

Commendation Cards

Commendation stamps are awarded in recognition for kindness, attitude to learning, class contributions and an array of factors to acknowledge children's achievements. Once they complete their first card they will then progress onto

the next band and continue to reach the final card. Children are given certificates for each card completed and a prize for completing them all!

Work of the Week

Each week the class teacher will choose a piece of work or contribution to class that they feel needs to be acknowledged. This work is then displayed on our achievement board.

Best Learner

This is awarded in recognition of learners who have consistently showed an excellent attitude to learning and wanting to improve, showing resilience and participation in class discussions. This is celebrated each half term and children receive a certificate.

Reward Certificates

These are awarded weekly for positive contributions in lessons, kindness, dedication in homework or class work, volunteering to help a peer or teacher, volunteering service to the school, taking initiative, showing courtesy and effort or improvement etc.

Lovely Loo Award

Every week the cleanest toilet block is celebrated in assembly and a certificate is presented and displayed on our achievements board.

Cleanest Classroom

The cleanest classroom of the week is celebrated in our weekly assembly and a class cup is presented.

Honeybourne Golden Charter

The aim of our Golden Charter is to make children's rights a real and meaningful guide to action on a day-to-day basis. This means that both the initial process of creating the and its subsequent use should be inclusive and unite the children and adults in the class. The charter develops a sense of ownership of the classroom and learning. Once developed it becomes a point of reference for the class and once signed by the teacher, support staff and children, it signifies a shared enterprise and acts as the 'social glue' which binds everyone together. It indicates that a significant part of the role of the school and the teacher is to help realise the rights of the child. Rules are something which are often externally imposed, whereas charters are democratically negotiated using an internationally agreed values framework. It is crucial during all the work on charters that staff and children fully understand that rights are unconditional; adults are duty bearers to ensure children's rights are realised. The charter is to ensure children appreciate the effect THEIR OWN behaviour can have on either providing or denying another child of THEIR OWN rights.

Our Golden Charter was written in collaboration with all children, facilitated by the Honeybourne Primary Academy Ambassadors. All children and staff have signed their class and school copy of the Golden Charter to show their commitment.

Our Honeybourne Golden Charter contains the following agreed behaviours to be considered by EVERYONE in the class to ensure ALL children can enjoy the rights identified.

TBC

IMPLEMENTING SANCTIONS

At Honeybourne Primary Academy we recognise that all emotions are acceptable, **but** not all behaviours are acceptable. It must be emphasised that it is the primary responsibility of staff to deal with discipline themselves, by putting in place appropriate sanctions to restore misdemeanours. It is important that staff deal with situations to establish and develop their own relationships using restorative approaches. We encourage children to complete homework and to read at home regularly. However, we acknowledge that circumstances can be different for our children so we would never sanction a child for not completing these tasks. We will provide additional support where appropriate and will establish positive partnerships with parents and carers to support children's learning outside of school.

Where children's actions are not in line with our agreed golden charter the following steps will be taken:

- Polite verbal reminder about the agreed Golden Charter and reinforce expectations.
- If the child's inappropriate actions continue, where appropriate children will remain in class with appropriate space and support to help them to reflect on their actions.
- Should there be no improvement, the child will spend time in another classroom to reflect on their actions before re-joining their peers in class.
- Following this, if there is no improvement then a senior member of staff will discuss with the child their actions and decide on the next steps.

It is important that children have time to consider their actions and reset ready for learning again. Following a period of improved behaviour, the above process would begin again if needed. The steps outline above will not be followed where children's actions pose a threat to the safety to themselves or others or where serious breaches of the Golden Charter occur. At all times the individual circumstances of the child is considered, discussed with the senior leadership team and where appropriate a support plan will be implemented.

Whole School Responses to serious breaches of the Golden Charter

On some occasions, behaviour displayed can be challenging and pose a threat to the safety of the pupil, their peers and or staff. Honeybourne Primary Academy uses TeamTeach techniques to help reduce these risks. ALL staff are trained in TeamTeach techniques, de-escalation and promotion of positive behaviours.

In exceptional circumstances, staff may be required to intervene and take action using reasonable and proportional force using the TeamTeach techniques. In addition to the TeamTeach techniques taught, a robust and relevant professional development programme is available for staff. Opportunities to further their own learning are provided, research and evidence based practice is shared and staff are clear about what their role is, that their duty of care is to provide opportunities for learning. We have clear and high expectations of behaviour and continually apply Unconditional Positive Regard. Furthermore, professional development which relates to behaviour is offered on a timely basis in order to equip staff and continue to upskill the workforce in order to deal with behaviours displayed.

In the interest of all its children, staff and its community, Honeybourne Primary Academy may need to deem if a children's behaviour as wholly unacceptable. As such, they could lead to fixed term exclusion or permanent exclusion. Examples of such behaviours include:

- Physical abuse
- Verbal abuse
- Extreme defiance and/or rudeness to adults
- Wilful damage to school property or the property of others
- Persistent disruption
- Provision of weapons or artefacts to be used as weapons
- Bullying – this is not tolerated in any form and reference should be made to Honeybourne Primary Academy's Bullying Prevention Policy.
- Peer on peer abuse – reference should be made to the Peer on Peer Abuse Policy
- Inappropriate behaviours of a racial nature – these are dealt with in line with the Honeybourne Primary Academy's Bullying Prevention Policy
- Sexual Violence and Sexual Harassment

Responsibility

The Headteacher is responsible for the decision to exclude children for serious acts of unacceptable behaviour. An exclusion may be decided upon because of a one-off incident, culmination of an unacceptable number of fixed term exclusions or repeated acts of anti-social behaviour.

This 'Promoting Positive Behaviour and Relationship Policy' will always be referred to but there may be a need to bypass these published steps in recognition of the enormity of a behaviour.

Internal Isolation

If a child makes unacceptable behaviour choices or if the gravity of their single behaviour warrants such discipline, children may receive an Internal Isolation for a period of a half day up to three days. This decision will be made by the headteacher following discussions with senior leaders as appropriate. During Internal Isolation, the child will be expected to complete their usual classwork independently, while supervised by a member of staff. In the case of the Internal Isolation, parents will be promptly informed or may be invited to a

formal meeting to discuss how to encourage the positive behaviours expected in school.

Fixed Term Exclusion

The period of a fixed term exclusion will depend on the nature of the incident and will be decided by the Headteacher.

When a fixed term exclusion has been decided;

- Parents will be invited to school to discuss the terms of the fixed term exclusion, which will be formalised in a letter and will include details of the incident and what the next steps will be. The exclusion is recorded on the child's records.
- When the fixed term exclusion is completed, parents and the child attend a meeting with the headteacher/senior leader to clarify the reason for exclusion and reinforce behaviour expectations.
- There may be a need for a graduated integration back into the classroom.
- There may be a need for a 'Behaviour Contract' to be drawn up and agreed by pupil, parents and school. This will contain expectations that, should they be broken, may lead to a further exclusion.
- The headteacher reports incidences of fixed term exclusions to the Governors.

Following an internal or external exclusion a Pastoral Support Plan will be arranged and support will be agreed and implemented, where appropriate.

Permanent Exclusion

Permanent exclusions are rare and, as such, can be the result of a singular serious breach of the school rules and this policy, or the culmination of a series of breaches. The decision to permanently exclude a pupil is only made after careful consideration of the circumstances that have led to that point. Governors are included in the decision process that may lead to the permanent exclusion of a child. Please refer to the Exclusion Policy for more information.

Attendance

At Honeybourne Primary Academy we are committed to achieving a high level of pupil attendance. We believe that it is vitally important for the attainment, life chances and employment prospects of our young people. Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Absence can also make children vulnerable to safeguarding issues, involvement with crime and anti-social behaviour.

Honeybourne Primary Academy takes a whole-school approach to maintaining excellent attendance and it is the joint responsibility of parents, children and all staff members to ensure that children are attending school as they should be. We endeavour to work with families to make sure that any problems or

circumstances which may lead or be leading to poor attendance are given the right attention and appropriate support.

Behaviour outside of school

Outside of the school, whether in uniform or not, children are expected to show exemplary behaviour at all times. Children are expected to behave as ambassadors for the school and do their best to enhance its reputation and do nothing that will bring the school into disrepute and damage its reputation in the community. At all times children are expected to take responsibility for their own personal safety and help others to do the same.