

Holton le Clay Schools Federation

Relationships Policy



At Holton le Clay Schools Federation we believe that we can be:

Ready – prepared for learning both mentally and physically. Pupils are encouraged to be attentive, engaged and receptive to new knowledge

Respectful – aware of treating others with courtesy, kindness and consideration. It includes respecting different opinions, cultures and beliefs, as well as maintaining a respectful environment both inside and outside the classroom

Safe – understanding of the physical and emotional wellbeing of everyone around us. Pupils are encouraged to follow safety rules, be mindful of their surroundings and report any safety concerns

If we are Ready, Respectful, Safe, then we believe anything is possible!

Monitoring and review

The Executive Head is responsible for monitoring and reviewing this policy

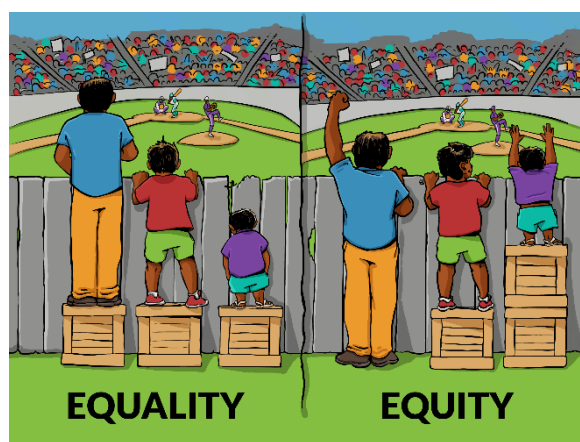
Approval

This policy was agreed by the Governing Body June 2025

‘READY, RESPECTFUL , SAFE’

“Schools that believe children should get what they deserve respond to poor behaviour differently to schools that believe children should get what they need” Paul Dix, ‘When the adults change, everything changes’ (2017)

At HLC we believe that strong relationships between staff and students are central to our work. **Ready, Respectful and Safe** are important anchor points in our practice, as these work together to enable our students to feel safe, valued and secure. We will take a strength based approach and work holistically to develop student’s resilience and independence. We have high expectations of our entire community and offer equal support and challenge to develop and maintain this. Staff must be fair and adopt an approach of ¹‘flexible consistency’ in support of students. Being ‘Fair’ is not about everyone getting the same (Equality) but about everyone getting what they need (Equity).



We work to meet students at their point of need. We will take a ‘whole child’ view of any behaviour, remaining aware of the impact of trauma, attachment and adverse childhood event (ACEs). We expect our Staff to be approachable and there to offer support and redirection around choices where necessary, through restorative practice.

If a member of staff is finding challenge with an individual or group of students, they are expected to seek support in order to make a positive change. Asking for help is a sign of professional strength and developing practice at greater depth.

This policy is developed to ensure guidance for staff (and information for parents and governors) is in place in order to promote a safe and respectful school environment. At HLC, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using whole school approaches as well as specialised and targeted aimed at vulnerable students. The procedures and guidance in this document provide a consistent whole school approach across the schools and enables students, parents and staff to understand our approaches to the support of behaviour in school. We remain mindful that flexibility around this policy is required to meet our students at their point of need, given the range of social, emotional, mental health, learning or other needs.

¹ Whitaker, D. (2021) *The Kindness Principle* Independent Thinking Press, Crown Buildings, Bancyfelin, Carmarthen, Wales.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health and remain mindful that this can impact upon behaviour. 'Flexible consistency' is important. Staff will follow the Holton One Plan (HOP)

Consistency is about our behaviour and approach as adults. Consistently using the same behaviour and responses as adults. Consistently building relationships and developing trust. Consistently being fair. It is not about how consistently we apply a procedure.

'A truly sustainable, consistent approach does not come in a tool kit of strategies but through the cohesive approach from every member of staff. The key is to develop the consistency that is part of every interaction of behaviour. Where learners feel treated as valued individuals they respect adults and are more willing to work with them'. (Dix, 2019)

The intent of this policy is ...

To provide simple, practical procedures for staff and students

- To provide a safe, welcoming, respectful learning environment which encourages each individual to achieve their own potential, through inspiring, purposeful and personalised learning. We celebrate learning in all forms.
- To enable students to regulate feelings and behaviour through providing them with strategies to manage this, whilst promoting self-esteem. We recognise that this is learning for life beyond HLC.
- To enable staff to support students safely with behaviour that challenges, through a relevant personalised approach.
- To maintain a calm and purposeful working atmosphere.
- To consciously work with the concepts of the Holton One Play (HOP) to create an environment where all students and adults have a sense of belonging, feeling safe, respected, ready to learn and valued.

The Nature of Positive Behaviour Support

A pupil's behaviour is an effective form of communicating that something is not right for them. It is an expression of their feelings. At HLC we remain mindful that 'all behaviour is communication' and we ask 'what is the student trying to communicate?'

We will see behaviour that challenges us, as a learning opportunity and differentiate our approach as required to suit the learning style of the individual, much the same as we would do with academic learning.

Our Holton One Plan is about meeting our students at their point of need, maintaining dignity, protecting relationships and promoting self-esteem. We do this through working from a non-abusive psychological and physical intervention approach and restorative practice.

We have consciously moved to relational practice that is on purpose, by design and in keeping with our values as an organisation. We recognise that at times we may need to intervene physically to ensure the safety and wellbeing of the student, others within the school community or to protect the fabric of the building from serious damage which could cause a risk.

All physical interventions will be carried out by trained staff and are recorded using the incident recording system (C-POMS) Parents/carers will always be informed of any physical intervention. Staff will always reflect on their practice and on the Holton One Plan for that individual. Pupils will always be offered an opportunity to debrief as part of our restorative practice. Any physical intervention will be the last resort after de-escalation and diffusion options have been exhausted. Staff will be in the position to support with any intervention and agreed risk assessments. Some pupils will have an individual Holton one plan (iHOP) which details how to recognise and support with increased levels of distress with appropriate strategies, risk assessments and scripted interventions, where required.

Consequences

We work with natural consequences e.g., if you are hurting others we need to keep you and them safe.

We will not impose arbitrary consequences onto students for poor behaviour instead we will work to meet need and repair harm through restorative practice. Whatever we choose to do it needs to be about working towards 'changing a behaviour, restoring a relationship or fixing a problem and it needs to link logically to the initial incident' (Whitaker, 2021).

The consistent approach that is taken by adults encourages students to understand that their behaviour and actions always impact upon others and as a result will have a response associated with this. Regular reminders of 'Ready, Respect, Safe' are to be used as a nonconfrontational approach to addressing behaviours that challenge.

We will look for the 'Logical response' which will be reasonable, fair and necessary. Working in this way allows a logical response to a conflict incident which is fair and delivered with a restorative emphasis, so that relationships remain intact.

All Adults will:

- Meet and greet students into the learning space
- Refer to 'ready, respect, safe'
- Model consistent appropriate behaviour and relational skills at all times - ask for help if you need it.
- ³Connect before correction - Students may struggle to engage without an emotional connection (Golding, 2015).
- Be calm and give "take up time" when going through the graduated approach.
- *Teach* learning behaviours - we don't know what we don't know.
- Consistently show **unconditional positive regard**
- Use positive reinforcement (catch them being good)
- Script difficult conversations
- Invest in personal, restorative follow up
- Work in partnership with parents and other professionals.
- Record any incidents in a timely and accurate way using C-POMS

² Whitaker, D. (2021) *The Kindness Principle* Independent Thinking Press, Crown Buildings, Bancyfelin, Carmarthen, Wales.

³ Kim S. Golding, Connection Before Correction; Supporting Parents to Meet the Challenges of Parenting Children who have been Traumatized within their Early Parenting Environments, *Children Australia*, 40 (2) (2015): 152-159.

The Leadership Team will:

The leadership team are not expected to deal with behaviour incidents in isolation. Rather they are to stand alongside colleagues to support, guide and model and through the HOP and show a united consistent response.

- Be a visible presence in the school and encourage appropriate conduct referring to 'Ready, respect, safe'
- Support staff in returning students to learning by being part of restorative conversations and supporting staff in these conversations where required.
- Regularly celebrate staff and students
- Ensure staff training needs are identified and targeted.
- Use behaviour data, policy and practice to target and assess interventions.
- Regularly review the provision for pupils.
- Support all staff in managing students with complex behaviours challenges using individual HOPs (iHOP), debrief following incidents, etc.

Pupils will:

Be Ready, Respectful and Safe – we will explore and make explicit what these behaviours look like and what the expectations around them are.

Parents and careers are expected to work in partnership with the school to promote positive behaviour and seek solutions where required.

Sign the home school agreement which sets out the expectations.

Promoting Safe behaviour:

As a starting point, we have in place a variety of systems to promote safe behaviour:

Clear and concise expectations of behaviour (Ready, Respect, Safe) will be described, modelled and encouraged through assemblies, circle times, lunchtimes and in learning time, to ensure that all students understand what is acceptable and safe. This provides the opportunity to reinforce expectations of behaviour and respect throughout the school. Staff must challenge inappropriate behaviour; however, it must be fair, reasonable and necessary. Unconditional positive regard will be reinforced with all students and stakeholders at all times.

Use Positive Reinforcement through:

- A smile, word of praise
- Catch them being good
- A recognition system in each learning space that acknowledges and celebrates individual effort
- Displaying the students' work in the classroom or shared areas
- Verbal and written praise from the class team or other adults in school for good learning, effort or behaviour.
- Pupils who have done some great learning will be asked to share their learning with other staff and classes.
- A public word of praise in front of a group, class or year, in assembly including 'Stars of the week'
- A visit to the Head for commendation
- Positive comments conveyed to parents

Remember to meet pupils at their point of need and individualise the motivators and praise process accordingly.

Some of our pupils require visual reminders to support positive behaviour for learning. We will display 'Ready, Respect, Safe' in our classrooms and in shared spaces. Class teams will support modelling and exploration of these behaviours and produce visuals to support understanding e.g., written word, symbols, pictures, post it notes, tick sheets

Supportive systems to understand and change unsafe behaviour:

We understand that occasionally students will behave inappropriately. When students display unsafe behaviour, we will encourage them to manage their behaviour in a positive way. We use Restorative Practice and Natural Consequences/ the logical response.

Restorative Practice

Restorative practice is based around our pupils being Ready, Respectful and Safe:

Ready – prepared for learning both mentally and physically. Pupils are encouraged to be attentive, engaged and receptive to new knowledge

Respectful – aware of treating others with courtesy, kindness and consideration. It includes respecting different opinions, cultures and beliefs, as well as maintaining a respectful environment both inside and outside the classroom

Safe – understanding of the physical and emotional wellbeing of everyone around us. Pupils are encouraged to follow safety rules, be mindful of their surroundings and report any safety concerns

Our school uses restorative practice to encourage everyone to take responsibility for their behaviours. All staff have either been trained or have access to training in restorative practice and will apply this to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arises, over low-level issues i.e. friendship breakups, disputes over games, and not responding to reasonable adult requests.

Graduated approach

We use our Holton One Plan (HOP) as our graduated approach which will help support our pupils who may be showing behaviour that is not ready, respectful or safe.

All staff will follow this approach as a **guide (remember flexible consistency)** to make explicit the expectations of pupils who are beginning to show disrespectful, unsafe or other behaviours that are not ready for learning. This may be done with the expectation that this is a personalised approach, as detailed specifically within the individual's Holton One Plan. Visual support may be used to support communication and understanding.

We will achieve Consistency through adult behaviours:

- Consistent language, consistent response/ Referring to the agreement/contracting between staff and students. Simple and clear expectations reflected in all conversations about behaviour.
- Consistent 'follow up' Staff to seek support with this where required but retaining ownership of repair and reintegration.
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent logical responses: clear, and agreed
- Consistent simple agreements/expectations referencing appropriate behaviour, icons, symbols and visual cues. 'Ready, respect, safe'.
- Consistent respect from adults even in the face of disrespect from a student.

- Consistent models of emotional control - Emotional restraint modelled as well as taught, staff team as role models for learners, learning alongside their students • Consistently reinforced rituals and routines for behaviour around the site
- Consistent environment – consistent visual messages and core values.

Exclusions

Exclusions are few and far between at Holton le Clay Schools Federation. They occur when a serious breach of discipline has taken place. Such as:-

- Unprovoked violence to another student
- Unprovoked violence to staff
- Absconding from school
- Deliberate damage to property/work
- Smoking or vaping
- Persistent and deliberate disruption in school
- Possession of drugs

Only the Executive Head are able to take this decision and in all cases discussions with parents, staff, other agencies as part of our One Plan will take place and in the case of a possible permanent exclusion discussions with Chair of Governors.

SCREENING AND SEARCHING

There may be times when it is necessary to search pupils and / or their belongings. The Federation will refer to government guidance.

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf <https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools>

This policy has been influenced by the book 'When the Adults Change, Everything Changes' by Paul Dix (2017), www.innerworldwork.co.uk, www.beaconhouse.org.uk www.pivotaleducation.com – Behaviour Policy

Finnis, M. (2021) *'Independent Thinking On Restorative Practice: Building Relationships, Improving Behaviour and Creating Stronger Communities'* (Carmarthen: Independent Thinking Press).

Whitaker, D. (2021) *The Kindness Principle* Independent Thinking Press, Crown Buildings, Bancyfelin, Carmarthen, Wales.

Guidance Report from the Education Endowment Foundation - Improving Behaviour in School
<https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour>

Appendix

Holton One Plan (HOP)

Holton-le-Clay Federation Holton One Plan (HOP)
Rationale: The rationale for this document is grounded in the recognition that fostering a supportive and nurturing environment is paramount for all. Emphasising relationship-focused strategies, we will cultivate connections that promote trust and understanding, essential for effective learning. A trauma-sensitive approach acknowledges that many students bring unspoken difficulties into the classroom, necessitating strategies that are curious not furious, allowing for a compassionate exploration of their experiences. Understanding behaviour as a form of communication is crucial; actions often express unmet needs or distress. It is imperative to recognise that words hold profound power—they can shape or shatter, heal or harm. By prioritising a culture of safety that encompasses emotional wellbeing and a sense of belonging, we strive to create an inclusive environment where every pupil feels valued and secure. This holistic approach not only supports academic success but also fosters resilience and personal growth.
Outcomes: The implementation of this plan aims to create a nurturing educational environment where each pupil feels safe, soothed, seen, and secure. By ensuring that the environment is quiet, calm, and purposeful we foster an atmosphere conducive to learning. As a result, pupils will be regulated and ready to learn. This holistic approach not only enhances the emotional well-being of our learners but also encourages them to make measurable progress and realise their full potential. When pupils thrive through implementation of this supportive plan we will observe increased satisfaction among all stakeholders, including parents, educators, and the wider community. This plan seeks to empower pupils, equipping them with the resilience and skills necessary for lifelong learning.

How might we see our pupils present?

Blue Zone	Green Zone	Yellow Zone	Red Zone
			
<u>How might you feel?</u>	<u>How might you feel?</u>	<u>How might you feel?</u>	<u>How might you feel?</u>
Sad Sick Tired Bored	Happy Calm Feeling okay Focused	Frustrated Worried Excited Nervous	Mad, angry Frightened Panicked Out of control
<u>How might your body look?</u>	<u>How might your body look?</u>	<u>How might your body look?</u>	<u>How might your body look?</u>
Moving slowly Half open eye lids Yawning or sighing Slouching Crying	Smiling Sitting still Following instructions Listening to others Ready to learn	Wriggly, can't sit still Breathing fast Can't focus Legs feel like jelly Moving fast	Yelling, shouting Hitting, kicking Crying Moving fast Sweating
<u>What to do:</u>	<u>What to do:</u>	<u>What to do:</u>	<u>What to do:</u>
Mindfulness Think of something happy Share your feelings	Keep smiling Spread kindness Help others	Take deep breaths Use calming techniques Talk to an adult	Take a brain break Exercise Ask for help

How will we see the adults behaving ?

At all times

- Be welcoming to all children
- Be smiling, supportive, positive, patient, say 'good morning' by name etc
- Interact with the children
- Support, chat, play, laugh (including play and lunch times)
- Interact very quietly

When pupils are in the Green Zone

- Build relationships – be curious about pupils and their interests.
- Establish that the adult is a safe positive adult whom they can trust.
- Show care and be available.
- Express interest in their emotions and feelings.
- Work with the TA / class teacher / SENDCO to build predictable routines.
- Provide notice of changes to routine or staff wherever possible.
- Give time and a safe space
- Play / socially engage.
- Praise and reward positive behaviour
- Use proximal praise
- Use active listening – show in our body language we are listening.
- Ensure suitable environment e.g. relationships, temperature, space, noise.
- Model appropriate communication
- Maintain effective 'open' body language.
- Keep spoken language simple.
- Use positive language – avoid 'no' or 'don't'.
- Be fair and consistent in how we deal with each person and each situation.
- Provide a fresh start after any incident.
- Give polite, warm reminders of routines and structures.

- Reflect and help to teach replacement skills.
- Observe 'normal' and try to identify triggers / stressors.

Adults to always ask for help if you need it .

Remember to 'model the model', that 'every interaction is an intervention' and 'words shape worlds'.

When pupils are in the Yellow Zone/Blue Zone

- Show care and 'connect' through their interests.
- Let them know we are here to help.
- Use appropriate humour.
- Be constantly vigilant.
- Use stories to engage and deescalate
- Stay calm / encourage to take deep breaths / use mindfulness breathing
- Only address the immediate behaviour.
- Swap with another adult for a new face. (Fresh face strategy)
- Use friendly gestures / body language
- Respect personal space
- Get on their level if possible.
- Name pain – use the WIN strategy – I wonder / I imagine / I notice
- Use general distraction e.g. give them a job, change task, help you do X
- Change the task completely or through more scaffolding
- Use praise or proximal praise
- Give sensory support e.g. fidget toy, book
- Offer a drink.
- Use remember **slow, low, low**: slow speech, low volume and low tone when speaking.

When pupils are in the Red Zone

- Show they care – let them know they are there for them.
- Listen and hear what they are communicating (including their body language).
- Remind that we don't shout in class as it hurts everyone's ears.
- Remove any further potential triggers.
- Use open, non-threatening body language and calm movements. 'Smile with their eyes'.
- Appear calm and manage their own emotional regulation – swap out if necessary with the adult from the next class.
- Direct to go to a choice of safe spaces – calmly and in a positive caring tone.
- If unwilling to move when dysregulated, remove the rest of the class / audience.
- Consider the safety of all involved, including the adult. Send for appropriate help.
- Use positive handling only if *absolutely necessary* and *strictly proportionate*.
- If not able to regulate in the school building within thirty minutes, we will ring parents prior to discussion with parents and sharing individual , bespoke plan
- Children will be supervised at all times – the adults will remain near at a safe distance to ensure their safety and that of others.

Recovery phase after a crisis, adults must:

- Model calm behaviours to support co-regulation.
- Recognise the signs of recovery and that behaviour begins to resemble their normal 'green'.
- Be patient – recovery phase can last up to 90 minutes after a crisis. Give sufficient time.
- Provide a drink.
- Suggest they remove excess clothing if they have become overheated. Help to do so if necessary.
- Provide a safe space to regulate – for example the hall.
- Provide activities that accelerate recovery – singing, puppetry, stories etc.
- Ensure that other adults are aware of the incident.
- Do not attempt restorative conversations until completely calm (if at all).
- Check everyone is OK.

- Help return to class when they are ready.
- Talk to SLT to have a debrief and reflect on the incident.
- Record on CPOMS / write notes ready for recording the incident on the same day.
- Class teacher to communicate the incident with parents the same day.