

North Molton Primary School

Relational Behaviour Policy and Practice

Date Adopted: October 2025

Review Date: October 2026

Policies relating:

- Physical restraint policy
- Anti-bullying policy and statement See appendix 2
- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- Equality Policy
- Mental Health and Well Being policy

Vision Statement:

North Molton Primary School's vision is for our children to have a transformational education; giving each child the opportunity to fully achieve academically and socially, and to lead positive and healthy lives, moving to the next phase of their education as confident and motivated learners.

Values and Beliefs

At North Molton Primary School, respect is at the heart of everything that we do. We teach and model respect for others and for ourselves in all our interactions, communicating this core belief consistently to all pupils.

This central value underpins our approach to promoting the best behaviour so that all students can achieve in a caring and supportive environment. Our expectations are that children act positively to keep themselves and others safe, they are considerate of others' feelings, needs and beliefs and all property. We seek at all times to have positive and caring relationships with pupils in order to achieve an inclusive and welcoming school where each child has a deep sense of belonging.

Theory and Research

This approach to Relational Practice to support positive relationships and behaviour in school is drawn on theory and research to inform best practice. The Timpson Review of School Exclusions (published May 2019) concluded that specific groups of children were at higher risk of permanent exclusions. These groups of children include children with SEN,

children who have or who are having support from Children’s Social Care, children who are in receipt of income related free school meals and children from specific ethnic groups. We acknowledge these findings and our SEN policies, alongside this policy and our exclusion policy, seek to be fully inclusive for all children. Research on attachment and trauma also strongly indicate that a relational framework is of benefit to supporting all children’s behaviour and most especially children who have had adverse childhood experiences.

It is important to create nurturing relationships to promote children’s learning and behaviour and satisfy children’s innate need to have a secure ‘sense of belonging’ and acknowledge adults’ roles as a potential secondary attachment figure who can help to reshape insecure attachment behaviours and support the development of more secure ones. (Geddes 2014)

Much of the research is summarised in guidance issued jointly by Devon County Council and Babcock LDP; Guidance for Developing Relational Practice and Policy in Appendix 3. This policy also draws on The Education Endowment Foundation (EEF) guidance report Improving Behaviour in Schools, published June 2019.

Developing relationships

“Positive school relationships can make a significant difference on many levels, in many areas and to all stakeholders. It therefore makes sense for all schools to focus on the development of relational quality school-wide, for both educational excellence and authentic well-being. “

Sue Roffey *Developing Positive relationships in Schools*
University of Exeter

At North Molton Primary School, developing secure relationships is at the heart of our education. We want all children who attend our school to feel safe, a secure sense of belonging and to trust the adults around them. Through secure relationships we seek to support children to learn to independently regulate their feelings and behaviour, develop an understanding of social situations and develop healthy and positive feelings about themselves and their abilities.

At North Molton School, we strive for all children to be full and co-operative members of our school community. To support them to participate fully in our school, we structure our school around the concepts of Rules, Rights and Responsibilities. The rules are in place to help children to learn about their own rights and the rights of others, and their responsibilities. The rules we have are not a means in themselves, they are a means to an end. We want our school rules to be fair and to be supported by adults who have taken time to develop relationships with the children, so that each interaction is a learning experience for the child. Boundaries are set as a collaborative process in order to develop a shared understanding of roles and responsibilities. Each class has their own class charter, which is an interpretation of our School Code of Conduct.

School Code of Conduct

- Be the best you can be
- Be honest and polite
- Be respectful and kind
- Be prepared
- Be proud
- Be YOU!

Expectations and Responsibilities of Adults

All adults in school need to approach relationships with children as individuals. We recognise that all children are individuals and that children may need personalised responses in order to support their personal development and wellbeing. Consistency does not mean always responding in the same way to each child or behaviour. It means responding in a way that is consistent with our values. Each child will need to get what they need, not everyone getting the same.

Working in a relationship

Quality first teaching is an essential aspect of supporting children in school to regulate themselves and their behaviour. Children who have a high level of need are the responsibility of all adults in school. In the classroom, adults have a range of relational approaches to draw on to manage needs in the classroom.

The language that all adults use in school is very important. If a child is struggling to regulate, then adults must consider their use of language. Simplify and re-phrase language, supplement with visuals and *show* as well as *tell*. Check for understanding.

Using praise and feedback effectively is also central to supporting children to learn how to regulate themselves and how to have successful social interactions. Effective feedback is often more effective than reward systems as it nurtures intrinsic and internal understanding of a child's own behaviour. Individual report cards (e.g. Focus On sheets) are a targeted form of feedback as they encourage reflection and agreements about next steps. The principles of effective feedback we use are:

- Be specific
- Reference activity rather than ego e.g. 'It was kind and thoughtful to let others go first' rather than 'You are kind.'
- Make sure feedback is individual and does not allow comparisons between children. This leads to children being reflective about their own behaviour without being influenced by the response of others or the need to protect their ego.
- Identifies clear next steps e.g. 'You need to wait your turn when talking in a group' rather than 'You need to be better when talking in a group'.

The following areas are cornerstones to adults in school providing secure relationships with children: Protection, Connection, Understanding and Care

Protection

- Being predictable, reliable and trustworthy
- Providing safety cues
- Containing their emotions
- Providing structure and boundaries
- Anticipating things that may be picked up as a threat or danger

Connection

- Being physically and emotionally available
- Attuning to the child
- Being responsive, expressive and interactive
- Being playful in your interactions where needed
- Showing children that you like them and are interested in them
- Supporting wider connections by supporting the development of skills needed for positive relationships as well as supporting connections with peers.

Understanding

- Being curious about children's feelings, thoughts and behaviours
- Accepting their feelings and experiences
- Thinking for them and helping them to work out feelings they are experiencing
- Expressing empathy (e.g. wondering aloud, validate)
- Helping them to process their feelings

Care

- Being loving and compassionate
- Holding them in mind
- Using transitional objects
- Showing them that you care
- Soothing and comforting them

Pupil Responsibility

In order to achieve this, pupils need to

- Always do their best to follow the school code of conduct and their class charter, and above all, show respect to their peers and all adults in school
- To ensure that their behaviour and choices are kind and respectful and allow themselves and others to take full advantage of all the opportunities offered in school
- Take part in any processes to repair harm and to restore relationships

- Not to bring anything into school that would be disruptive or harmful or that breaks the school rules e.g. mobile phone
- Be proud of their school and school community
- Be proud of themselves and their own achievements

In order to create an environment with positive behaviours, the school has a code of conduct and each class also sets their own class charters at the beginning of each year. Class charters are regularly reviewed throughout the year and agreements reviewed and updated if needed.

Responding and Calming

All children will at some point in their school lives face challenges and have strong emotions which can block their access to learning. All adults can use relational practice techniques to regulate a child who needs support in order to prevent situation escalating and to ensure that the classroom environment is kept calm.

A list of the strategies and techniques that can be used are in Appendix 1.

(summary / flowchart pg 22 – 26)

Individual children who need extra support will be supported through a graduated response model which may include:

- Quality first teaching strategies
- Clear and ongoing communication with parents / carers
- Targeted relational support plan
- Graduated response (see SEN policy) which may include involving support from outside of the school

Repairing and Restoring

“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.”

Daniel Siegel and Tina Payne Bryson – The Whole-Brain Child (2012)

All adults in school seek to create an environment with strong relationships, clear boundaries and good co-regulation. There are always occasions when relationships will need to be repaired and learning from mistakes made.

When there are behaviours in school which are not acceptable, adults will work with the child to repair the harm caused and to restore the relationship. This interaction will be supported by restorative conversations – see Appendix 2 for restorative conversation script

and guidance. Restorative conversations are appropriate for everyday occurrences which might happen within school and would not be used when serious harm has occurred.

All adults in school should use the key questions to explore situations that arise and to encourage children to use the questions also, so that they become more able to manage conflict and regulate themselves.

If a child or children's behaviour has resulted in harm or there is ongoing conflict between children, then adults will need to commit time to a restorative exploration of the problem, the conflict or the incident. This allows all parties to share their story, their thoughts and feelings and understand other people's stories. Restorative action can be explored and ideally these actions should be decided by the children involved. This approach has to be used with great caution to ensure that all children involved feel safe and that the process does not re-victimise the person harmed or shame the child that caused harm. The process must be voluntary.

Bullying behaviour is never acceptable. We acknowledge that behaviour is, however, often complex and seek to understand behaviour so that we can prevent reoccurrence of harmful behaviour and this is consistent with our core value of respect for all.

Relational Approaches in the Classroom

It is the responsibility of each class teacher to create an environment in the classroom that supports good behaviour for all children. The class teacher is the role model for both children and adults in this regard and must lead by example. High expectations must be in place and defined clearly for the children.

Positive Working Atmosphere

Creating a positive working atmosphere will allow all children to learn to their best ability

- Adults need to be a source of security and safety within the classroom and use their voices, expressions and body language to convey this
- Clear timetable for each day which the children are aware of through the use of a visual timetable.
- Learning planned carefully to meet the needs of the children in class
- Noise level in the classroom is carefully managed by the teacher. Children need to be aware of how to use their voices and the classroom should be a quiet, focused environment to reduce over stimulation.
- Teachers should model being calm and having voice control, not speaking over the children or raising their own voice to a shout when children are not listening.
- Teachers should ensure that they are in their classrooms at the start of each session to receive the children and ready to start each session in a purposeful manner and to support children who find transitions and change challenging
- Consider carefully peer relationships and promote social inclusion for all children
- All adults should notice and respond to children who are becoming dysregulated, using regulation responses to support children as needed

Classroom procedures and routines

Ensuring clarity for all children and therefore reduce possible conflict or confusion

- All movement in the classroom to be conducted and controlled by the teacher to keep all children safe at all times e.g. moving in small groups from carpet to table
- Timings and pace in lesson should be appropriate
- Adequate time must be allowed at the end of lessons for tidying up of resources and equipment
- Equipment in the classroom should be clearly labelled and equipment that children need to access must be accessible to them
- All resources should be ready prior to the lesson starting
- Where ever possible, resources should be ready on the tables for the children and not given out as the lesson proceeds
- Seating must be carefully thought out and any seating plans e.g. carpet places in place to maximise learning opportunities
- At all times during the lesson the teacher should be able to oversee the whole class, ensuring that the majority of students are settled before addressing individual questions / needs. The teacher's position in the class should always allow them to see the children.
- Movement in class should be purposeful and teachers should move to see a child, rather than children forming queues to speak to the teacher

Model of Positive Behaviour management from Bill Roger.

ROGERS, B 2007, *Behaviour Management: A Whole School Approach* Paul Chapman Publishing, London pg 21.

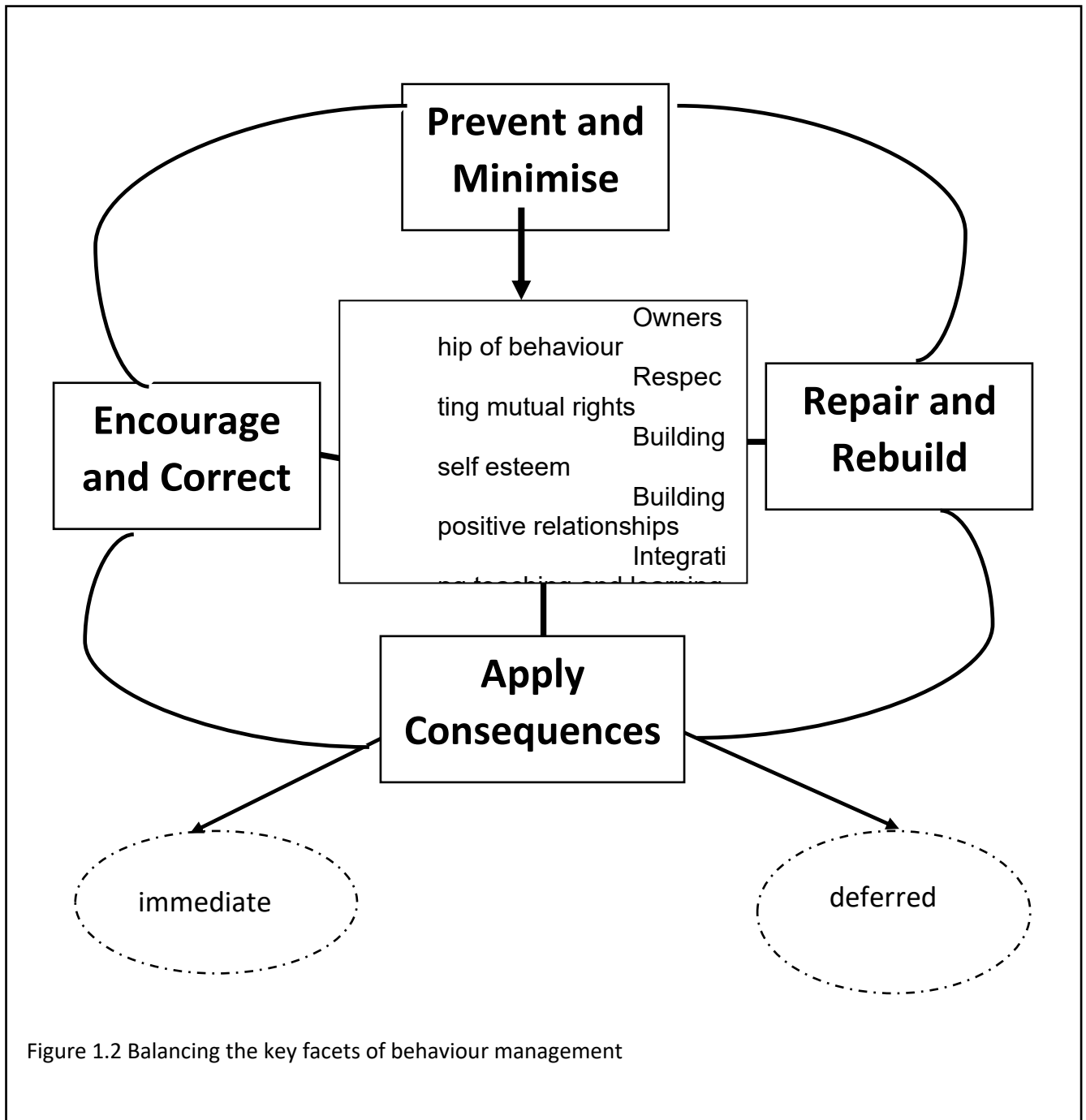


Figure 1.2 Balancing the key facets of behaviour management

Corridors and Cloakrooms

To ensure that children move around school in a safe and calm manner

- Children should always move along the corridors in a calm, orderly manner. During lessons, there is an expectation that children are silent so that their peers are not disturbed in their lessons. This should be explicitly taught as a whole school expectation, modelled and regularly monitored by teachers and enforced.
- Teachers to ensure that they monitor how children are entering and exiting the building and insist on calm, respectful behaviour
- At the start of play / lunchtime, the teacher should dismiss the children in small groups to avoid a rush and position themselves so that they can observe the corridor as well as the classroom.
- At the start of the day and at the end of break times, staff must insist that children enter the building calmly and in an orderly fashion.

Behaviour Management in the Playground

In the event of an incident, staff may choose to use one of the approaches listed below:

Conferencing

- Stop and calm the pupil / s
- Discuss – what’s the school rule? (refer to school code of conduct).
- Listen to both sides of the issue; each child to give his or her account with no interruptions.
- Reflect back on the rule
- Ask the children to reflect on what should happen next
- Solutions offered by both parties
- Children choose the solution that is acceptable to both of them
- The solution is put into practice

Restorative Conversation (see appendix 2 for further guidance)

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been effected by this?
- What do you need ... and
- What needs to happen now so that harm can be repaired / a solution can be found?

Time-out outside

- If further problems occur or child / child/ren need to be removed from the area – they move stand with an adult for a short period of time. The adult can then speak with them about the incident and coach them regarding different choices. The adult can then

reintegrate the child back into the social environment, supporting them to implement the changes needed.

Time-out inside

- Pupil to be sent to time-out area inside, outside the Headteacher's office and supervised.
- Events of significance are recorded on CPOMs and the class teacher informed.

Any behaviour from pupil/s which affects the safety of others or themselves e.g. fighting or hurting others will lead to that child going straight to time out inside.

Relaxed Vigilance – Duty of Care outside the classroom

All incorrect behaviour on the school site must be addressed by all members of staff and all members of staff have a duty of care at all times. Simple rule reminder is usually sufficient.

4. Strategies for Managing Unacceptable Behaviour

Child displaying dysregulated or behaviour that is disrupting other children's learning as well as their own learning would lead to a teacher or teaching assistant following the Behaviour Flow Charts (Appendix 3 and 4). These flow charts are intended to be implemented using the principles of Relational Policy but are also intended to set clear expectations for high standards of behaviour in school.

For dysregulation that is more persistent or serious, then support for a child might include

- Targeted intervention
- 'Focus –on' sheets / individual target sheet which allow feedback and guidance and opportunities for reflection

It is likely that children requiring a significant amount of support a graduated response will be appropriate and may include

- Restorative Approaches Exploration
- Relational Support Plan
- Responsive Co-regulation Plan

The SENCO and outside agencies may also have involvement depending on the cause, severity and persistence of the behaviour displayed.

If the behaviour displayed by a pupil is of a serious, unsafe or persistently disruptive nature, then the Heateacher will consider suspension or exclusion. The DfE gives the following examples of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil

- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This is not an exhaustive list and offers examples and is not intended to be complete or definitive.

See also NMPS Anti Bullying strategy in Appendix 1

Appendix 1 - Anti-bullying strategy

Introduction

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the School. North Molton Primary School believes that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied. All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. Bullying is a form of anti-social behaviour. It is WRONG and will not be tolerated.

What is bullying?

Our definition of bullying:

‘Bullying is intentional, persistent, or unprovoked acts of unkind, intimidating or threatening behaviour (physical or verbal) towards an individual or group of children’.

Bullying can occur through several types of anti-social behaviour.

It can be:

- a) PHYSICAL. - A child can be physically punched, kicked, hit, spat at, etc.
- b) VERBAL. - Verbal abuse can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
- c) EXCLUSION. - A child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends.
- d) DAMAGE TO PROPERTY OR THEFT - Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.
- e) ON-LINE - Bullying can happen through emails, texts and on social networks. See the school’s e-safety policy.

But we must remember that Bullying is one or more of the actions above that happens over a period of time to the same person or group. As a school we need to spend time explaining to parents and children what bullying is, as many use the term ‘bullying’ inappropriately.

What can you do if you are being bullied?

Remember that your silence is the bully's greatest weapon!

- a) Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- b) Be proud of who you are. It is good to be an individual.
- c) Try not to show that you are upset. It is hard but a bully thrives on someone's fear.
- d) Stay with a group of friends/people. There is safety in numbers.
- e) Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff.
- f) Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
- g) Generally it is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

If you know someone is being bullied:

- a) TAKE ACTION and be an 'UPSTANDER!' Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- b) If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the bully without getting you into trouble.
- c) Do not be, or pretend to be, friends with a bully

As a parent:

- a) Look for unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- b) Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunch time was spent etc.
- c) If you feel your child may be a victim of bullying behaviour, inform the School IMMEDIATELY. Your complaint will be taken seriously and appropriate action will follow.
- d) It is important that you advise your child not to fight back. It can make matters worse!
- e) Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.

As a school:

- a) Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times.

- b) Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other, e.g. the PHSE programme.
- c) Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- d) The School Staff will continue to have a firm but fair discipline structure, ensuring that rules are few, simple and easy to understand.
- e) Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, etc.
- f) Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is.
- h) Encourage pupils to treat everyone with respect.
- g) We treat bullying as a serious offence and take every possible action to eradicate it from our School.

Action to be taken when bullying is suspected:

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action will be taken:

- A member of staff will listen separately to each person's version of the incident
- The member of staff will decide whether or not to implement the school's procedures for dealing with poor behaviour as outlined in the Relational Behaviour Policy or to implement actions identified in this strategy.
- If a decision is made to implement the school's Anti Bullying Strategy, the following actions will take place:
 - The Headteacher will be alerted and will co-ordinate the actions to be taken – if necessary a meeting will take place involving staff, parents, pupils, etc
 - The incident will be noted on CPOMs with actions to be taken noted; this will be shared with all parties.
 - Outcomes will be noted on CPOMs and shared with all parties
 - The victim will be offered an immediate opportunity to talk about the experience with their class teacher or another adult if they choose, and the victim's parents will be informed
 - The bully will be disciplined in line with the school's Behaviour Policy
 - Staff will discuss with the bully what has happened
 - Parents of children involved will be informed help and support will be given as is appropriate to both the victims and the bullies with ongoing support offered to both parties. The school will use a restorative approach wherever possible.

Appendix 2 - Restorative Conversations

Resolving conflict: everyday restorative interactions to create a shared understanding

When there is a minor conflict or disagreement, there is the opportunity to use a restorative conversation. This helps to develop a caring and restorative ethos and supports adults to help children resolve worries and disagreements when they arise, and not let them build into bigger conflicts.

Adults will need to ensure that they approach the restorative conversation with the following in mind:

- Show that every child has the right to be listened to and heard
- Be curious and know there is no one 'truth' about a situation
- Acknowledge and accept feelings (attune, validate), act with care and compassion
- Be reflective on what they are hearing
- Have the intention of listening and talking in a way that builds, maintains or repairs relationships and supports the participants to find a mutually acceptable outcome or a way to manage the situation the way it is

Restorative Conversation Framework questions

What happened?

What were you thinking?

How were you feeling?

Who else has been effected by this?

What do you need ... and

What needs to happen now so that harm can be repaired / a solution can be found?