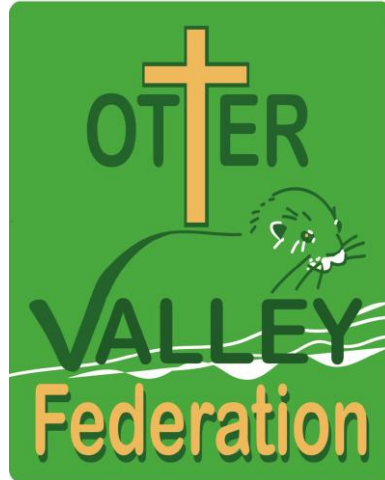


# Believing and Achieving Together to be the Best We Can Be



*We aim to reflect God's love, " I have come that they may have life,  
and have it to the full."*

*John 10:10*

*This policy has been developed and will be implemented in accordance  
with the Christian vision and values of both schools.*

**Otter Valley Federation  
Behaviour & Relationships Policy**

Next Review February 2029

*"Every child deserves a champion; an adult who will never give up on them,  
who understands the power of connection and insists that they become the  
best that they can possibly be." (Rita Pierson)*

Three important principles underline the overall approach to behaviour management at our schools.

- **Pupils have the right to learn**
- **Teachers have the right to teach**
- **Behaviour is communication**

Our approach to behaviour is guided by our ethos, our vision and values as Church of England Primary Schools. Within this overarching context, we are informed by rigorously researched recommendations for best practice. These recommendations are drawn from a [summary document \*Improving Behaviour In Schools \(2019\)\*](#), produced by *The Education Endowment Foundation (EEF)*, a highly regarded independent charity that supports schools in providing this service to improve the quality of education for all, particularly the most vulnerable. It identifies the need for a predominantly *proactive* approach to behaviour management, and in two words can be summarised as **relationships** and **consistency** (the 6 key recommendations for schools are summarised and referenced in the section ‘How did we arrive at this policy?’ below).

## **Statement of Safeguarding Pupils**

At the Otter Valley Federation, our school community has a duty to safeguard and promote the welfare of our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a pupil’s welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the pupil’s best interests.

## **Our Christian Vision and Values**

We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised, graduated response.

The Federation is committed to:

- Promoting desired ‘pro-social’\* behaviour defined later in this policy.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equity and fair treatment for all.
- Praising and modelling good behaviour.
- Challenging and disciplining misbehaviour through learning and restorative justice.
- Providing a safe environment, free from violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Believing and achieving together to be the best we can be is underpinned by the wisdom of the Bible and Jesus' vision for us all to 'live life to the full'. In the Otter Valley Federation we recognise that every child is entitled to high quality learning and teaching experiences and to feel safe, secure and valued. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with equal opportunities for all. Everyone recognises the value of each individual and the importance of respecting everyone's needs. Good behaviour and discipline are essential to ensure effective teaching and learning, so that everyone can achieve their best and live life to the full.

In a Church of England school our strong Christian ethos pervades throughout every aspect of school life and is underpinned by our Core HEART Values. These are explicitly linked to positively model and reinforce good behaviour.

We encourage each other to grow positively in body, mind and spirit and take pride in the success of everyone. Where mistakes are made, pupils and adults should have the opportunity to 'put things right' through restorative justice and helping the school. Fresh starts and new beginnings reflect our Church ethos. We explicitly teach about reconciliation and forgiveness for example, through our historic links with Melanesia, Biblical references and examples from the pupil's experiences.

Our policy for encouraging good behaviour depends on honest, caring and trusting relationships. We want, actively seek, and openly praise pro-social behaviour. We believe pupils need clear boundaries and definite guidelines showing what is acceptable and what is not. These need to be taught.

We recognise that home and school may have different expectations. However, our expected standards of behaviour apply to all pupils equally within our school whatever their background. We try to overcome any problems in a positive and open way, working closely with the child and parents. We refer to the DfE for guidance

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Further guidance and resources for supporting behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

### **How did we arrive at this policy?**

We consulted with staff, parents, governors, and pupils, via Ethos Committees. Governors were informed of developments through reports of the Curriculum Lead Governor, and we considered the 6 key recommendations of the EEF document '**Improving Behaviour In Schools**' in light of our vision and values:

- 1) *Knowing and understanding pupils and their influences*
- 2) *Teaching learning behaviours alongside managing misbehaviour*
- 3) *Implementing classroom management strategies to support good classroom behaviour*
- 4) *Using simple approaches as part of regular routines*
- 5) *Using targeted approaches to meet the needs of individuals in the school*
- 6) *Consistency is key*

The first 4 recommendations are proactive, aimed at developing high standards of behaviour by creating a conducive environment, whilst the 5<sup>th</sup> recommendation addresses the need for personalised strategies where necessary (one size will not fit all children). We can write a relational support plan to

support individual children to document their targeted, individual approaches. The general ratio of proactive practice significantly outweighing the reactive should be reflected in our schools' approach to behaviour management. The final recommendation of consistency is crucial to the success of every approach.

## SCHOOL GOLDEN RULES

These 3 Golden Rules apply across our Federation. The whole school will follow these rules, using them and referring to them when dealing with all issues relating to behaviour. They are deliberately short and concise to make them easy to recall (for the whole school community).

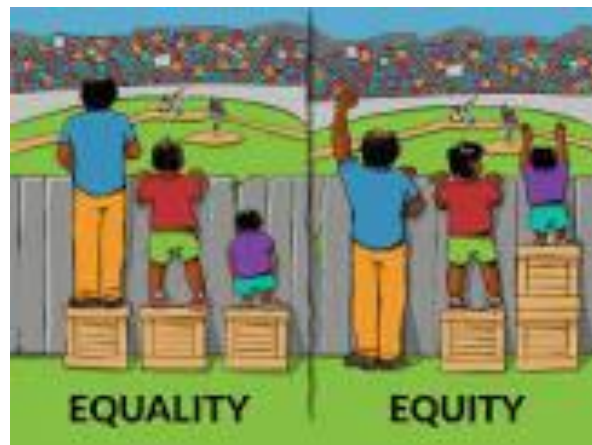
**Be safe**

**Be ready**

**Be respectful**

### Meeting the Needs of All Learners

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion or disability. The effectiveness of our policy is monitored, and any issues dealt with immediately. For disabled children, this includes a duty to make reasonable adjustment to policies and practices. (The Equality Act 2010)



*Children are provided with support based on their individual needs. All children are unique and the support we offer in our schools reflects this.*

We recognise that very young children do find it hard to manage their behaviours and staff will always endeavour to implement this policy with an understanding of age-appropriate and need-appropriate behaviours that we have come to expect from our experience of teaching this age range.

The Otter Valley Federation recognises its legal duty under the Equality Act 2019 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging

behaviour may be differentiated to cater to the needs of the pupil. Those children who commonly demonstrate inappropriate or unacceptable behaviour may have a Special Educational Need or staff will endeavour to identify other reasons e.g family circumstances. Some of these children may be drawn to the attention of the SENDCo (Refer to SEND policy for details of procedures.) The class teacher will draw up a plan for each child, in consultation with the SMT, SENDCo, parents and any outside agency that may be called upon for advice. The plan will be monitored and reviewed at regular intervals and appropriate further action taken. In some cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support and reasonable adjustments may be used in conjunction with external agencies. This differentiated approach will need to be understood by all pupils, staff and parents.

### **Language Need**

Behaviour is communication and as part of supporting all children in this, we routinely screen all children's language capability in Reception class, and then we continue to prioritise based on emerging needs throughout the school. Staff are aware and appraised of the need always to consider language issues as part of our response to challenging behaviour in and out of the classroom.

### **Types of Behaviour**

All children in The Otter Valley Federation have access to a universal approach which may then be graduated or targeted as appropriate to meet their needs. Our expectation is that children will exhibit pro-social behaviour (see below), and we have zero tolerance of anti-social behaviour. Our approach to dealing with anti-social behaviour may differ dependent on the age, stage and SEND need of the child, but the behaviour is never tolerated.

**Universal** – Class teacher reasonable adaptations, interventions and support delivered at whole school level. This includes discussions of SEMH (Social, Emotional, Mental, Health), assemblies, pastoral time, PSHRE (Personal, Social, Health, Relationship Education) and the overall curriculum.

**Graduated** – Class teacher interventions in the classroom, time to speak to an adult, regular communication with parents

**Targeted**- Class teacher, SMT (Senior Management Team), SENDCO (Special Needs Co-ordinator)

- 1:1 Teaching Assistant support
- Music / Play therapy
- Bespoke curriculum provision, i.e. baking, gardening
- Individualised timetable
- Considered seating plans
- Sensory support i.e. wobble cushions, ear defenders
  - Support from outside agencies

## **Pro-Social Behaviours**

Pro-social behaviours refer to voluntary actions specifically intended to benefit or improve the wellbeing of everyone within the school. Examples include speaking and listening to one another, helping, sharing, consoling, comforting, cooperating, developing resilience, determination and working hard.

- Behaviour which is positive, helpful, and intended to promote social acceptance.
- Behaviour characterised by a concern for the rights, feelings and welfare of others.

- Behaviour which benefits other people, within our community or society.

NB Sometimes children exhibiting these behaviours can be ones who are easily missed and/or can be quite passive in lessons, so be alert to opportunities to celebrate what they are doing well, and use it as a potential motivator to getting them more engaged in learning.

### **Rewards for Pro-Social Behaviour**

Staff can respond with:

- Praise, promote and celebrate
- Encouraging words
- Recognition board for a specific aim/target
- Greeting individual children
- Notes/message home
- Celebration assembly & certificates
- House points
- Good and Excellent Stamps
- End of the day 'Shout outs!' – stickers, dojos etc

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair – making sure all pupils are fairly rewarded

### **Class Rewards**

Class rewards are awarded when a whole class show team spirit and a sense of working together to achieve their goals. These rewards can be achieved across a half term/term and a reward is then chosen by the children. Examples of class reward systems include:

- A link in a paper chain each time a rule is observed
- Marbles in a jar etc.

### **Zones of Regulation**

The Zones of Regulation is a framework used across Otter Valley Federation. It is designed to help children (and adults) recognise and understand their emotions, develop self-regulation skills, and manage their behaviour. It groups feelings and states of alertness into four colour-coded zones. Each zone reflects how our bodies and minds feel in the moment—there are no “good” or “bad” zones, just different states.

The four colour zones: the Blue Zone represents low energy states such as sadness, tiredness, or boredom; the Green Zone reflects a calm, focused, and ready-to-learn state; the Yellow Zone indicates

heightened emotions like frustration, excitement, anxiety, or silliness, where some control is still present; and the Red Zone signals very intense emotions such as anger, fear, or feeling out of control.

## Unsocial Behaviours

Unsocial behaviours are not anti-social as they are not to the detriment of others. Not seeking to associate with others but not to the detriment of self or others

- Not choosing to behave sociably in the company of others, but not to the detriment of self or others
- Not doing as instructed or dictated, but not to the detriment of self or others
- Extroverts communicate negative feelings through loud interaction
- Introverts communicate through quiet non-compliance
- Unsocial behaviour may indicate negative feelings that require additional support through nurture provision or other appropriate provisions.

## Anti-Social Behaviours

Anti-social behaviour is difficult or dangerous, causing harm to an individual, a group, the community, or the environment.

- Behaviour that causes harm to an individual, the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of others

### Anti Bullying Policy

At the start of year, teachers lead sessions about building and maintaining friendships and supporting the children in understanding what bullying behaviour looks like. There is no legal definition of bullying, and we refer to DfE guidance:

Bullying is defined as:

1. **Repeated** behaviour
2. **Intention** to hurt someone physically or emotionally
3. **Power imbalance:** aiming at certain group (i.e race / gender /sexual orientation/ age/ ability / appearance)

Learning how to manage friendships is an important part of growing up and as many adults will relate to, can be a challenge as an adult. Children develop these skills at different rates and with different levels of understanding and there are times when we have to make the distinction between this and intentional bullying. Where bullying is a concern the Head of School will implement the Anti-Bullying Policy.

### Sanctions for Anti-Social Behaviour

For each of these sanctions, there will be some variation dependent on children's age, stage or SEND need– generally the younger the child, the shorter and more immediate the sanction.

### Classroom Sanctions

Level 1 – a warning

Level 2 – stay behind after class (a proportionate amount of playtime)

Level 3 – time out (go to another room) – (internal withdrawal of maximum one lesson)

Level 4 – go to the Head of School

A child will immediately move to Level 4 for incidents of violent / dangerous behaviour or incidents judged as serious misbehaviour, such as a physical incident. A warning may not be given in these circumstances.

A repeated offence may begin at Level 4.

### **Guidance on Internal Withdrawal**

Children who need time out from class (internal withdrawal) must be accompanied by an adult and handed over directly to the teacher/responsible adult. At the end of the time out, this child must be accompanied back to their class teacher. The duration of withdrawal will be one lesson. Longer withdrawal must be agreed with the Head of School and parents must be informed of this longer withdrawal at the end of the day. If the withdrawal is to continue the following day, parents and child must be aware of this decision.

Playtimes and lunchtimes will be taken separately from the child's peers and at a time deemed suitable by the supervising adult.

### **Playground, Dining Hall & Field Sanctions**

Level 1 – a warning

Level 2 – time out – 2 minutes

Level 3 – time out again if minor incident repeated

Level 4 – go to the Head of School

Repeated misconduct: Suspension from playground and will be supervised by an adult in a central space (eg practical area) (Feniton) or by the Head of School/SMT (Tipton).

A child will immediately move to Level 4 for incidents of violent behaviour, use of abusive language witnessed by the adult or incidents judged as serious misbehaviour by a member of staff. A warning may not be given in these circumstances.

Teachers and support staff should never engage in an argument with pupils, but remain calmly focused on the level and the instruction.

### **Restorative Justice**

Staff will engage with pupils in restorative conversations and will work collaboratively to support children in 'making it right', saying sorry, understanding consequences of their behaviour and that of others and restoring positive relationships.

E.g Children who have fallen out and said unkind words to each other may be supervised by staff to play a game together to help restore their relationship.

## **Recording, Reporting and Communicating**

When a behaviour incident occurs which is defined as difficult or dangerous, this should always be recorded by staff on *Provision Mapping: Behaviour Chronology*. This should be recorded by the member of staff who dealt with the incident in the first instance.

A phone call should be made to parents by the class teacher or a member of Senior Management Team (SMT). If a Relational Support Plan or Individual Education Plan exists it should be updated and shared with parents by the class teacher (if appropriate).

## **Parent Concerns About Behaviour**

If a parent has a concern about behaviour, this should be directed to the class teacher in the first instance. This is usually best done face to face at the end of the school day, or by contacting the office to arrange a suitable time to meet. Following this meeting, the class teacher will decide on whether the issue requires further action or escalation to SMT.

## **Staff Support**

Behaviour management can be hard work. Our staff meet informally most lunchtimes and frequently discuss children. The regular staff meetings address behavioural issues to help us better support each other with advice and sustain a consistent approach.

Professional development has included positive handling strategies, as well as those for managing children with more significant and specific behavioural difficulties. We have also had training from behaviour support and guidance on how to help children who have attachment issues.

## **Fixed Term Exclusion (Suspension) & Permanent Exclusion**

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted or an isolated incident is particularly severe, then suspension and/or permanent exclusion will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Should the Federation have to consider a suspension or permanent exclusion we follow the DCC Education Inclusion Service Procedure. Details can be found here:

[Education Inclusion Service - Support for schools and settings \(devon.gov.uk\)](https://www.devon.gov.uk/education-inclusion-service-support-for-schools-and-settings)

We also refer to government guidance: [School suspensions and permanent exclusions - GOV.UK](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

Our aim is to demonstrate the love of God to children both in the good times and when things become difficult.

## **Exclusion From Visits and Visitors on and off the School Site**

The school reserves the right to exclude a child from an activity or visit if their behaviour is deemed to be unacceptable and there is the risk of this behaviour impacting negatively on others. In this

circumstance, the school will communicate with the child and parent/carer. It may not be possible for the school to refund money already contributed by the parent/carer.

If behaviour during a visit is deemed unacceptable, the visit leader may contact the parent/carer to collect their child from the venue.

## **Monitoring, Evaluation and Review**

The school will review this policy every two years and assess its implementation and effectiveness. This policy will be promoted and implemented throughout the school.

This Policy should be read in conjunction with the following

- Child Protection & Safeguarding Policy
- Intimate Care
- Administration of Medicines
- Anti-bullying
- Attendance
- Local Health & Safety Policy
- Educational Visits
- Code of Conduct for Staff
- Whistle Blowing
- Safe Touch Policy
- SEND Policy
- Complaints Policy
- Complaints Policy Appendix 4
- Equalities Policy