



## Positive Behaviour and Relationships Policy (incl. exclusions)

|                        |              |
|------------------------|--------------|
| <b>Status</b>          | Statutory    |
| <b>Policy updated</b>  | January 2026 |
| <b>Policy adopted</b>  | January 2026 |
| <b>Full review due</b> | January 2027 |

## Our Values



**Community**



**Responsibility**



**Aspiration**



**Environment**

### Relationships:

Providing protection, connection, understanding and care.

At Bowhill we are focussed on providing nourishing relationships with our pupils. With this ethos, we seek to effectively promote and develop good behaviour and character.

In order to support children, we must understand how to meet the underlying developmental needs - not just manage the symptoms.

This means providing our children with relationships that can make a difference.

- If children are to engage in learning alongside developing social skills, we need to provide them with an environment within which they can feel safe: safe in their own and others' behaviour as well as feeling safe enough to be able to take risks in their learning. Children gain their sense of safety from the adults around them.
- When children feel safe, we will provide them with opportunities to stimulate and reinforce the neurological pathways which support social engagement.

- We need to soothe children and provide them with experiences which calm their defence pathways.

A secure relationship involves our staff providing protection, connection, understanding and care:

| Protection                                                                                                                                                                                                                                                                                           | Connection                                                                                                                                                                                                                                                                                                                                                                                              | Understanding                                                                                                                                                                                                                                                                                                                                                            | Care                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Providing safety and security.</li> <li>• Being a source of safety through our relationships and the safety cues we provide.</li> <li>• Being predictable, reliable and trustworthy.</li> <li>• Providing structure, boundaries and containment.</li> </ul> | <ul style="list-style-type: none"> <li>• Being physically and emotionally available.</li> <li>• Being responsive, expressive and interactive.</li> <li>• Attuning and connecting physically and emotionally.</li> <li>• Showing children we like them and are interested in them.</li> <li>• Being playful and having fun.</li> <li>• Finding time to do things in time and rhythm together.</li> </ul> | <ul style="list-style-type: none"> <li>• Being curious about their feelings, thoughts and behaviour.</li> <li>• Understanding their thought processes and trying to work it out.</li> <li>• Accepting their feelings and experiences, empathising, wondering aloud, validating; showing them you 'get it'.</li> <li>• Helping them to process their feelings.</li> </ul> | <ul style="list-style-type: none"> <li>• Being loving and compassionate.</li> <li>• Showing them we care, looking after their basic needs, soothing and comforting them.</li> <li>• Holding them in our minds.</li> </ul> |

### **How we promote and celebrate good behaviour**

#### **Routines and norms:**

Each of our classrooms develops a culture, created together by children and staff, within which every child is able to feel happy, safe and included and is therefore able to flourish. Our 'norm' is the term given to how we expect every child to conduct themselves, allowing each other to feel safe and happy. The expectations set here are as follows:

- Be Ready

- Be Respectful
- Be Safe

We have 'Bowhill Standards' in place across our school consisting of the following elements:

|                                                                                                                                                                                   |                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Relationships</b></p> <p>Meet and Greet/End and Send</p> <p>Positive Framing</p> <p>Lowest point of intervention</p> <p>Restorative Practise</p> <p>Class Dojo/Tapestry</p> | <p><b>Calm and Consistent</b></p> <p>Lesson Structure</p> <p>Learning environment</p> <p>Transitions</p>                           |
| <p><b>Respectful Learning:<br/>Listening</b></p> <p>100%</p> <p>Active listening</p> <p>Signal, Pause, Insist</p>                                                                 | <p><b>Respectful Learning:<br/>Responding</b></p> <p>No opt out</p> <p>Say it again better</p> <p>Show me boards</p>               |
| <p><b>Retrieval</b></p> <p>Quizzing</p> <p>Using a knowledge organiser</p> <p>Building fluency</p>                                                                                | <p><b>Talk and Questioning</b></p> <p>Think Pair Share</p> <p>Cold Calling</p> <p>I Say You Say</p> <p>Check for Understanding</p> |

Our transitions follow the below consistencies to ensure the school maintains a calm atmosphere.

### Starting the day

- Children walk to their classes and met with a positive greeting by the teacher

### Around the school

- Walking along the left of corridors.
- Moving around corridors calmly. (quiet rather than silent)
- Teacher at the front of the line – regular checking of the line. TA at the back of the line (when possible)
- Teachers ensure the class is all together
- Lining up single file, no touching.
- At lunch 3/4/5/6 to stop on first bell and then walk to class on the second bell

### In the classroom

- Move to and from tables calmly and quietly.
- Ensure resources are accessible or systems present for distributing resources.
- Assigned carpet spaces if a carpet area is being used.

## Responses:

Every class in Bowhill uses Dojo points or gems to reward individuals and the whole class. We will always endeavour to focus on positive behaviours and reward these as frequently as possible; this includes daily, weekly and termly class rewards as well as a phase or class celebration assembly which takes place once a week.

The children will be aware of the coloured steps - they are displayed clearly in every classroom. Names will never be put on display in anyway. Children will be told by their teacher if they have moved to the next step.

**Blue step:** Positive behaviours which are expected and rewarded.

**Green step:** Reminder of expectations of Be ready. Be respectful. Be safe.

**Yellow step:** Verbal warning with a clear consequence signalled.

**Orange step:** Consequence followed by restorative conversation – parents will be notified by the class teacher at the end of the day.

**Red step:** For serious incidents, or when a change in behaviour hasn't been seen after orange, a member of SLT will be called. A phone-call home will be made by a member of the leadership team and a consequence decided on. A plan will be put together by staff, parents and pupil which will aim to support all involved in regulating behaviour.



Behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a child's behaviour without addressing these needs. We recognise that:

- Children need personalised responses to supporting their personal development and well-being.

- Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs.
- Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.

However, for the majority of children for the majority of time, we also have a clear consequences system which all staff follow consistently. This adds clarity for our staff and pupils and ensures fairness; it also teaches that inappropriate behaviours will not be tolerated and protects the rights of all. The level of response will depend on the age, stage and needs of the child. As such, we set out our responses to negative behaviours as follows:

| Negative Behaviour                                                                                                                                                                                            | Response<br>(always preceded with a reminder of expectations)                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Deliberate lack of focus on learning                                                                                                                                                                          | Loss of playtime to make up learning time (we do not ask children to complete work at playtime if they have been working hard)                                                                                                                                                                                         |
| Verbal abuse<br>Preventing others from learning<br>Inappropriate language<br>Not following adult instructions                                                                                                 | Time in 'reflection' during lunchtime - the length of time will be decided upon by the class teacher or member of SLT.<br>Reflection for morning behaviours and internal exclusions for lunch time behaviours where possible.<br>We believe it is important to deal with behaviours on the same day whenever possible. |
| Acts of physical aggression towards other pupils or members of staff will not be tolerated and will result in internal or external exclusion or suspension (please see exclusion policy for further details). |                                                                                                                                                                                                                                                                                                                        |

Suspension and exclusion are used only as a last resort, where all reasonable, proportionate and appropriate strategies have been exhausted and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. For pupils with SEND or SEMH needs, suspension or exclusion will not be considered until reasonable adjustments and the graduated response have been implemented, reviewed and evidenced, in line with the Equality Act 2010.

### **A Restorative Approach**

As a school we believe in a restorative approach to behaviour. Our systems work in school in order to:

- Resolve conflict through the use of everyday restorative interactions and discussions including classroom meetings, circle time and peer mediation.
- Repair harm through the use of facilitated restorative encounters.
- Support change by ensuring that all parties involved: learn from the incident, have their needs identified and supported and are enabled to repair and restore relationships.
- Support individual children to understand the consequences of behaviour and enable them to repair relationships through the use of individual restorative explorations.

### **Restorative conversations:**

At Bowhill we strongly believe that although consequences for actions are often necessary, the real learning which actually changes behaviour comes from a restorative conversation which follows.

Restorative conversations:

- allow a culture of respect and discipline in the school community to be built;
- create an increase in staff confidence to deal with a wide variety of discipline issues including classroom management, bullying and low-level disruptive behaviour;
- empower pupils to take ownership of their behaviour to encourage self-discipline and responsibility to other learners and staff in the school community.

We place value on allowing children enough time to process their actions, and those of others, and then a restorative conversation will take place. Staff will structure these conversations based around these main questions:

- |                                          |                                                   |
|------------------------------------------|---------------------------------------------------|
| ➤ What happened?                         | ➤ What were you thinking at the time?             |
| ➤ How did this make people feel?         | ➤ Who else has been affected?                     |
| ➤ What should we do to put things right? | ➤ How can we do things differently in the future? |

### **Inclusion:**

While challenging behaviour is not by itself a special educational need or disability, it is clearly the case that underlying needs can contribute to how pupils behave in school. Examples of this can include: Autism Spectrum Conditions, Attention Deficit Hyperactivity Disorder, Attachment Disorders and communication, social, emotional and mental health difficulties.

With this in mind, we ensure:

- We work in close partnership with pupils' parents/carers, whether or not the same behaviours are exhibited at home.
- We seek advice from external professionals including: Devon's 0-25 team, Communication and Interaction Team, Behaviour Support Team and The School Nurse Team.

It is important to note, as mentioned in the previous 'responses' section, that we recognise that some children require a differentiated approach. We support these children through communication plans, co-regulation plans and when necessary, have risk assessments in place for them. These documents are constantly reviewed and shared with parents on an Assess, Plan, Do, Review cycle.

### **Relational provision**

At Bowhill we also provide high quality relational provision including; nurture groups, small group intervention on emotional literacy, opportunities to develop stress management techniques and we

have a dedicated room 'The Oasis' which we have developed as a space for children to access interventions and alternative provision.

### **De-escalation:**

All our staff are trained to de-escalate situations wherever possible well before the need for physical intervention, including taking all reasonable steps to reduce the risks to the safety of all involved. Staff are trained in strategies and approaches for de-escalating challenging situations, our main approach is formulated around Dan Hugh's 'PACE'.

### **Playfulness, Acceptance, Curiosity, Empathy**

**PACE** is a way of thinking, feeling, communicating and behaving that aims to make children feel safe.

#### **Playfulness**

This is about creating an atmosphere of lightness and interest when we communicate. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness.

#### **Acceptance**

Unconditional acceptance is at the core of children's sense of safety.

Acceptance is about actively communicating to the child that we accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour.

#### **Curiosity**

Curiosity, without judgment, is how we help children become self-aware, reflect upon the reasons for their behaviour, and then communicate. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.

#### **Empathy**

Empathy allows the child to feel our compassion for them. Being empathic means we actively show the child that they are important to us and that we want to be with them in hard times.

### **Managing Pupil Transition:**

As we come to the end of each academic year, we have clear procedures in place to facilitate a smooth transition to the next year group. These procedures include: time and activities with the new teacher and staff handover meetings. We ensure good transition into secondary school by meeting with staff from each setting and facilitate enhanced transition for those who would benefit.

We also ensure excellent transition into school for our reception children by doing home visits, stay and plays and meeting with their nursery setting staff. For those children who join us from other schools during their Primary years we will always speak to previous teachers and ensure key information is handed over to us.

We recognise also that some children need additional transition support this will involve an increased number of meetings with the class teachers for both parents and child as well as personalised pupil profiles which is created in partnership with home and school.

### **Roles and Responsibilities:**

Behaviour is everyone's responsibility and we are all jointly accountable for the promotion of positive behaviour throughout the school. All staff follow the behaviour policy and are encouraged to seek support where needed. The roles and responsibilities for all staff are set out below:

#### **Headteacher:**

Develop with staff a strategic approach to behaviour and relationships based on the values and aims of the school. Hold staff and leaders to account at all levels for implementation of agreed policy.

#### **Deputy and SENDCo:**

Support the HT in developing and implementing a strategic approach to behaviour in line with the agreed policy. Hold teachers and leaders to account for the implementation of said policy.

#### **Phase Leaders:**

Support teachers within their phase to implement the behaviour policy effectively leading to ongoing improvements. Provide immediate and day to day support for teachers within phase.

#### **Teachers:**

Promote and develop positive behaviour at all times in line with the school's behaviour policy within and beyond own class.

#### **Teaching Assistants:**

Promote and develop positive behaviour at all times in line with the school's behaviour policy within and beyond own class.

#### **Mealtime Assistants:**

Promote positive behaviour at all times in line with the school's behaviour policy. Report information back to the relevant class teacher.

### **Bullying:**

At Bowhill we aim to:

- provide a safe and secure environment within which bullying has no place.
- ensure that any incidents that do take place are dealt with promptly and effectively.

Please see our anti-bullying policy which outlines our procedures in detail:

[Welcome to Bowhill Primary School | Policies](#)

### **Exclusions and suspensions:**

The Headteacher may issue an internal, a fixed-term suspension or permanent exclusion for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour.

- Internal exclusions, whereby the pupil is withdrawn from class and works away from their peers for a period of time.
- Suspensions, depending on the severity of the behaviour and the number of previous suspensions.
- Permanent exclusion from the school (following National Guidance).

Further information about exclusion can be found in the Exclusion Policy. Exclusion is a sanction used by the School and the decision to exclude a pupil will be taken in the following circumstances:

- In response to a serious breach or persistent breaches of the School's Behaviour Policy and;
- Where allowing the pupil to remain in the School would seriously harm the education or welfare of the pupil or others in the School.

Acts of physical aggression towards pupils or staff are taken extremely seriously and may result in internal exclusion, suspension or permanent exclusion, depending on the circumstances, context and needs of the pupil. All decisions follow Trust and national guidance.

Only the Headteacher (or in their absence the Deputy Headteacher) has the power to suspend a pupil from school. Pupils may be suspended for one or more fixed periods of time up to a maximum of 45 days in one academic year. The SENDCo will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

In the case of a suspension or permanent exclusion, parents will be given written details and the reasons for it.

All suspensions and exclusions are carried out in accordance with the Exeter Learning Academy Trust Suspension and Exclusion Policy and statutory DfE guidance. For further detail please see the exclusions policy: [Welcome to Bowhill Primary School | Policies](#) All serious behaviour incidents and any suspensions are formally recorded and monitored to identify patterns, vulnerabilities and required support.

Following any suspension, a reintegration meeting will take place with the pupil and parents/carers. This meeting will focus on restoring relationships, reviewing support plans, and agreeing next steps to reduce the risk of further incidents.

[ELAT Exclusions and Suspensions Policy](#)

### **Positive Handling**

It is only within extreme circumstances that we will use positive handling methods to restrain children; these situations are when a child is at risk of hurting themselves or others and no other option remains. Holding a child is a rare occurrence and is always formally recorded and reported to parents.

### **Legislation and statutory requirements:**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools 2022](#)
- [DfE exclusions guidance 2023](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

### **Dissemination of the policy**

- All staff members and governors will have access to a copy of this policy.
- A copy of this policy will be available on the school's website .
- Electronic copies will be available on the school's IT systems.
- Copies will be available to view in the school office upon request by teachers, parents and carers.

### **Links to other policies:**

In order to ensure that we support holistic practice which works towards a common aim and consistent value system we have made links to the following policies:

Safeguarding policy – [Welcome to Bowhill Primary School | Policies](#)

SEND policy – [Welcome to Bowhill Primary School | Policies](#)

[ELAT Exclusions and Suspensions Policy](#)

### **Date for review of the policy**

The policy will be reviewed annually using a consultative process which identifies staff, pupil, parent and governor feedback.