



**Folly View**  
PRIMARY SCHOOL

# Positive Relationships and Behaviour Policy

## Our Ethos

Our caring and supportive ethos and approach to learning is underpinned by our 'Ready, Respectful, Safe' approach and exemplary behaviour is expected at all times by all members of the school community. We believe that our school environment should be supportive, calm and purposeful to enable effective learning to take place and so that our children and staff can thrive.

All members of the Folly View Family – parents, children, staff, governors and the community – work as a team to ensure that we achieve these aims. We believe that working in close partnership with parents and carers supports all children to demonstrate the learning and social behaviours that we expect. The policy principally relates to children, but it is important to note that the principles set out here relate to positive relationships and behaviour of all.

At Folly View, praise is central to nurturing, engaging and motivating children to reach their full potential. Throughout the school, all staff and stakeholders praise children's positive behaviour through a variety of ways both inside and outside of the classroom. It is vital that children recognise that behaving well, being kind and embracing responsibility are the backbone of not only our school community, but of our wider community as well. As such, our ethos includes three key aspects: developing citizenship; the Paul Dix approach to behaviour and our Folly View Learning Muscles. Developing Citizenship Good 'Citizenship' (making good choices; being responsible; helping, supporting and leading others, and contributing positively to the community) is a core element of our whole school ethos and curriculum.

We are ambitious for all our children, and seek to encourage our pupils to be successful, happy, safe, aspirational and resilient. We all try our best to get things right but know that there will be times when we need support from those around us to help us make the right choices.

Our school values are woven into daily school life, and we encourage everyone to live out these values in our interactions with each other, our wider community and the world around us. Children will be referred back to these values whenever behaviour is addressed and our values will be taught and discussed through assembly, PSHE and time within class. At Folly View Primary School, we have the highest expectation of our children and encourage them to:

**1. Be ready**

**2. Be respectful**

**3. Be safe**

## Classroom Expectations

Each class teacher involves the children in drawing up a set of classroom rules at the start of each year, which promote positive behaviour and excellent attitudes to learning. These are displayed and understood by the children and should have close links to the 3 school rules.

We teach children to be good citizens inside and outside of school, following the Paul Dix approach which focuses on adults and the positive culture they create around school. We greet every child positively in the morning and set clear routines.

### We follow the 5 pillars of the Paul Dix approach:

1. Consistent, calm, adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

This approach is used by all adults across Folly View School and is revisited by staff at the start of every school year.

### Building Positive Relationships at Folly View

At Folly View Primary School we focus on providing understanding and caring relationships with our pupils, seeking to promote and develop good behaviour and character. Our policy and practice is developed on the following relational approach:



(Graphic from Devon County Council)

## Restorative Conversations:

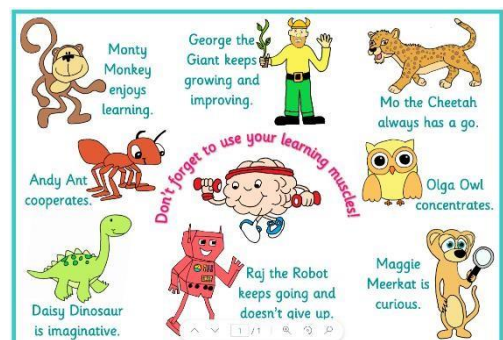
We place value on allowing children enough time to process their actions, and those of others, and then a restorative conversation will take place. Staff will structure these conversations based around these main questions:

- 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 to ensure we show our school values?

## Folly View Learning Muscles

Our Learning Muscles are characters who help us remember good learning behaviours to help us to develop positive learning habits and become better learners. Our teachers remind us about the Learning Muscles every day in our learning and encourage us to use them. The learning muscles are introduced in Nursery and Pre-school and developed throughout the school. Key Stage Two are encouraged to expand on the learning muscle to think of other learning behaviours which reflect the muscle.

We have a culture of celebrating positive learning behaviour using these learning muscles embedding them into our shared language; it is a key part of our rewards scheme. We display our learning muscles in every classroom all staff celebrate children's achievements in demonstrating these muscles. Learning Muscles Posters can be seen in Appendix 1.



Each week we celebrate children from each class who have shown their learning muscles during the week. At the end of Christmas, Easter and Summer Term we have a celebration assembly where certificates are given to children who have improved in their learning and consistently demonstrated one of the learning muscles. Celebrating the specific learning behaviours that are seen through verbal praise and rewards encourages the children to progress in their learning behaviour.

**Everybody's Responsibilities:** What children and parents/carers can expect from staff:

**Staff will:**

- Invest time in developing strong and nurturing relationships with children, parents and colleagues, being sensitive to individual circumstances and needs
- Model our 'Ready, respectful safe' and display a positive attitude at all times
- Set high expectations and establish clear boundaries and routines for their children
- Use rewards and, where necessary, restorative practice consistently
- Plan creative, meaningful and exciting opportunities to learn so that children can be supported to 'Inspire, Believe, Achieve.'
- Always take seriously any complaints of bullying or inappropriate behaviour; investigate and address swiftly in line with our policies What staff can expect from children

**Children will:**

- Demonstrate and use their 'Ready, Respectful, Safe.' at all times
- Show respect to all adults within the school community
- Be engaged and on-task, with a positive attitude to their learning
- Display their Learning Muscles
- Discuss and share their learning
- Model good citizenship in our school and local community what staff can expect from parents and carers

**Parents and carers will:**

- Communicate honestly, openly and respectfully with all members of staff
- Promote regular school attendance to support their child's learning.
- Build positive relationships with the school and the wider community
- Share and celebrate their child's achievements and successes
- Support and engage with their child's learning and social/emotional development • Work in partnership with the school to help their child

## **Celebrating Success**

We are a supportive school with a caring ethos. In order to ensure that this is embedded as a key aspect of vision, we have a number of ways for all staff to celebrate and reward children's achievement.

Examples being:

- Positive evidential praise
- Learning Muscles stickers and certificates given.
- Postcards/ positive phone calls
- Dojo Points
- A message home
- Visiting the Head of School's office to show excellent work



## **Assemblies**

In our celebration assemblies, certificates are given to children from every class who have produced amazing work, worked exceptionally hard or really improved on a certain aspect of their learning and have demonstrated their learning muscles.

## **Playground Expectations**

At Folly View we expect all children and staff to be Ready, Respectful and Safe at all times including on the playground and during break times and lunch. Expectations of these rules may be:

1. Respecting our lunchtime play equipment
2. Including all children in your games.
3. Being safe – having kind hands and feet.
4. Showing respect for our environment by keeping it clean and tidy.
5. Showing respect to all adults and children.

## **Ready, Respectful, Safe – what does this mean?**

WE ARE READY TO LEARN AND BE KIND:

- We arrive at school on time.
- We have the correct uniform and PE kit.
- We have our equipment ready.
- We show that we are listening and we are ready to try our very best.

WE ARE RESPECTFUL AND KIND:

- We listen when others speak- one voice.
- We use kind words in person and on-line.
- We are kind and helpful.
- We use good manners.
- We respect the property of our friends and the school.
- We respect that other people have different ideas, beliefs and backgrounds to our own.

- We respect that people may look different and have different needs, but we may all feel the same emotions.
- We respect the law and the rules of school and society.

#### WE ARE SAFE AND KIND:

- We move around school in a safe manner.
- We have kind hands and feet.
- We follow instructions to keep ourselves and others safe.
- We use equipment safely.
- We stay safe online and make safe choices in our community

### **What happens if a child's behaviour does not meet Folly View expectations?**

Folly View Primary School uses positivity and praise to manage children's behaviour. However, where necessary, sanctions may be required to ensure that the school expectations are followed and to maintain a safe and positive learning environment for everyone. Each sanction is employed appropriately depending on each individual situation.

Behaviour that is disruptive to other children's learning, includes inappropriate verbal or physical conduct (including racism) or bullying, is not accepted at Folly View. Unacceptable behaviour is managed using the steps outlined below. Depending on the behaviour and/or the individual circumstance, some steps may not be included, and they may not be used in this order dependant on the incident.

1. Early intervention - explaining to the child why their behaviour (or choices) is unacceptable and what change you are expecting. At this point we try to understand what is causing the behaviour.
2. A second warning – explaining to the child what the positive intervention will be if their behaviour continues
3. An intervention – Children are asked to: move to another place, a timeout in the Orchard or sometime in a quiet space.
4. Teacher support – Minutes taken off their break or lunchtime during which support will be given to help the child think about what has happened.
5. A reset – Another member of staff will have a conversation with the child about their behaviour and discuss what they will need to do differently.
6. Internal exclusion – The child will complete their work in a different class or room. At this point, parents or carers are always informed.
7. Fixed term exclusion – In very serious incidents, children will work at home for a fixed amount of time

## The Orchard

We recognise that sometimes children have unresolved issues or are upset and need some additional support in order to settle in their learning. The Orchard is a supportive space where children can receive nurture support and 'reset time' from our Pastoral Lead/Teaching Assistants. This room is not used as a sanction, it is a space for children to feel safe and help them to understand and manage their feelings. The Pastoral Lead will help them to problem solve and be able to return to their learning. They run intervention groups around communication, self-awareness and social skills.

### Responses to Inappropriate Behaviour – Behaviour Ladder

Type of Behaviour	Response	Who will implement?
Low- level disruption: Talking at the wrong time. Shouting out. Distracting others or stopping others from learning Not following instructions Not getting on with your work. Leaving the classroom without permission.	Sometimes a pause, or a look is enough.  Reminder of expectations  Positive praise to others  Stop & Think Verbal reminders from members of staff	All staff
Continuing the above after a reminder.	5-minute time out (within classroom/playground) to reflect – pupil moved to time out area – behaviour expectations displayed. Correct behaviour and likely consequence discussed. Pupil returns to activity	All staff
Further lack of focus on learning/repeated behaviour continues	Child will be told to leave the classroom and go to another for an opportunity to reflect on their actions. They will miss either the next break time or lunch time, Loss of playtime to make up learning time. Restorative conversation following 6 questions.	Class teachers
Verbal abuse Preventing others from learning Inappropriate language Not following adult instructions	Time to 'repair' during lunchtime (staffed by members of the leadership team). Restorative conversation following the 6 questions.	Class teachers

Acts of purposeful physical violence to other pupils or staff	These will not be tolerated and will result in SLT intervention alongside working with parents. SLT will give feedback to staff and there will be a restorative conversation between staff member and child involved.	Senior Leadership Team
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## If Things Go Wrong

### 1. De-escalation

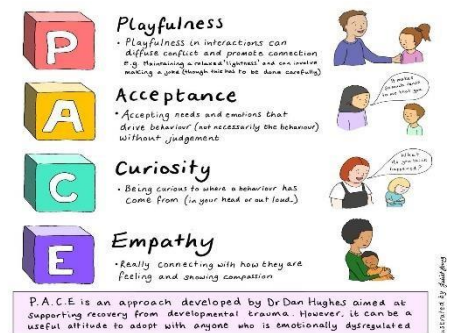
Wherever possible, attempts are made to de-escalate situations before the need for positive handling, (see below) including taking all reasonable steps to reduce the risks to the safety of all involved. Training is be provided to all staff in strategies and approaches for de-escalating challenging situations, and staff should make themselves available to support colleagues when such situations arise.

Examples of de-escalation strategies include (depending on the circumstances):

- Distraction
- Humour
- 'Change of face' – introducing a different adult into the situation
- Withdrawal of other children
- Suggested self-withdrawal by child to an agreed safe place
- Strategic ignoring
- Recommendation of self-soothing strategies

For this to be effective, all of this requires good communication and a shared understanding of the child's needs, as recorded on a behaviour/care plan. It also requires staff themselves to present extreme calmness and positive intent to make the situation safe. The 'PACE' tool can be used by staff:

Playfulness, Acceptance, Curiosity, Empathy PACE is a way of thinking, feeling, communicating and behaving that aims to make children feel safe.



The PACE approach

**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.

## 2. Positive Handling

Where circumstances are such that positive handling is required, the following should be considered:

- Only staff who have been formally trained by Team Teach can use positive handling approaches
- Staff cannot be compelled to engage in positive handling.
- Initial training will need to be updated periodically to ensure confidence and consistency of practice.
- Be clear (with yourself and verbally with the child) about the reasons for using positive handling, as this will need to be recorded/reported subsequently.
- Ensure positive handling is carried out for as short a time as possible, and does not involve moving a child to another location unless absolutely necessary
- Ideally positive handling will take place in a safe, comfortable, withdrawn location which will preserve privacy and support pupils in calming down later on.
- Pupils requiring positive handling will most likely be in a heightened state of arousal, and as such all investigations of what has happened and discussions of further consequences should be withheld until after they have calmed down.
- Positive handling will only be used as a last resort to keep staff and pupils safe.
- Using positive handling is an extremely sensitive, demanding and potentially dangerous experience for staff and pupils, and support from school leadership should be routinely available to all involved in following up situations where such force has been used to debrief staff effectively.
- The need for positive handling is normally very rare, and school leaders should be proactive in identifying where emergency procedures are becoming normalised and where pupils' behaviour/care plans and risk assessments need to be revised in order to reduce the need for positive handling. Furthermore, the following are the key requirements of this policy:

- Positive handling must not be used as a sanction, but as a means of making a situation safe. A child must not be held for any longer than is necessary to make the situation safe.
- When a child is being held or moved, steps must be taken as quickly as possible to ensure more than one adult is present, in order to support the colleague who is using positive handling approaches, as well as to monitor the safety of all those involved.
- Where a pupil involved has SEND, schools must ensure reasonable adjustments are made to the use of positive handling, and consideration given to the effects on the child of these approaches.
- All positive handling incidents must be recorded (on CPOMs), setting out

(a) the antecedents for the behaviour,

(b) the behaviour which was being exhibited by the pupil which required positive handling,

(c) the positive handling approaches used, including how firmly and for how long

(d) the effect on staff and pupils involved,

(e) how the matter was resolved.

- All positive handling incidents must be reported to parents/carers, including all the information recorded within the school's system, in a timely and transparent manner. Data on the use of reasonable force will be collected during the year, and used to support schools in reducing the need for physical intervention wherever possible.

### **3. Exclusions**

The following statements are made in accordance with the full guidance found in Exclusion from maintained schools, academies and pupil referral units in England (DFE, 2017), which is the key point of reference for all schools in handling exclusions. Forms of Exclusion There are only two recognised forms of exclusion:

- Fixed-term (up to a maximum of five days, and no more than 45 days in one academic year), whereby a child must remain at home during that period or be educated temporarily in another school, and
- Permanent

#### **Decisions on Excluding pupils**

Decisions about whether to exclude a pupil rest only with the Head of School. While there is no definitive list of reasons to exclude, the guidance on permanent exclusion is also useful for fixed-term exclusions, whereby a child can only be excluded:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Heads of School may take into account behaviour at school or outside of school when making decision around exclusions. It is important that, where possible, a pupil's voice is heard before the decision is taken to exclude them.

Decisions on exclusion should also take into account pupils' age, developmental stage and any additional needs – pupils from vulnerable groups are statistically more likely to be excluded – not as a reason not to exclude, but in considering whether these needs are being (or can be) effectively met within the school. Support with making the decision whether or not to exclude is available from Trust officers or from the Local Authority Inclusion Officer. The

## **Process of Excluding pupils**

The DFE guidance is clear on this point and this legal framework must be included in the school's policy and must not be deviated from. Many exclusions are overturned on appeal because procedures were not followed. All exclusions must be recorded in full on pupils' records (including BromCom and CPOMs) and data on this will be collated by Trust officers in order to support schools in reducing the need for exclusions of any kind. Where exclusions have occurred as a result of harm caused to other pupils, it is important for schools to sensitively communicate with any other pupils' parents/carers about their actions taken, including the decision whether to exclude a pupil or not. Schools must inform the Trust when there has been an exclusion and must also report exclusions to the LA using the appropriate online forms.

## **Re-integration after Fixed-Term Exclusions**

On the first day after a fixed-term exclusion, parents and pupils must be invited to attend a re-integration meeting, in order to:

- reflect on the reasons for the exclusion
- create or update a behaviour/care plan and/or risk assessment for the pupil - plan for the pupil's reintegration, including any necessary adaptations to the timetable or curricular provision, so that the risks of repeated exclusion are minimised.
- enable or plan for any restorative approaches to take place If parents/carers are unable to attend this on the first day the child may return to the school, but a full meeting should be arranged within five working days. Attendance from external agencies (Educational Psychologist, Behaviour Support, Inclusion Officer, etc.) may be sought in order to support the re-integration meeting. Alternatives to Permanent Exclusion Where a child has had repeated fixed-term exclusions, or is at risk of permanent exclusion, alternatives should be sought wherever possible, including:
  - temporary adaptations to timetables or curricular provision - temporary alternative provision procured from another provider.
  - temporary adjustments to staffing ratios (e.g., key worker support.)
  - managed move to another school.

All of these decisions should be made in partnership with pupils, parents and external agencies. Trust officers are available for support in considering alternatives to exclusion. Permanent Exclusion When a child has been permanently excluded, as well as the duties to inform parents, the Local Authority and the school's Local Governing Board, schools must also inform Trust officers so that they can provide support to schools as appropriate. Please remember a Fixed Term exclusion cannot be converted to a Permanent Exclusion. For more on the on Permanent Exclusion, which apply to all schools, see Oxfordshire County Council Website. Appeals In accordance with DFE guidance, responsibility for reconsidering a permanent exclusions sits with the Local Governing Board. While Trust officers will only

become involved with appeals if parents make a formal complaint in accordance with our complaints policy.

### 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:

### Further information

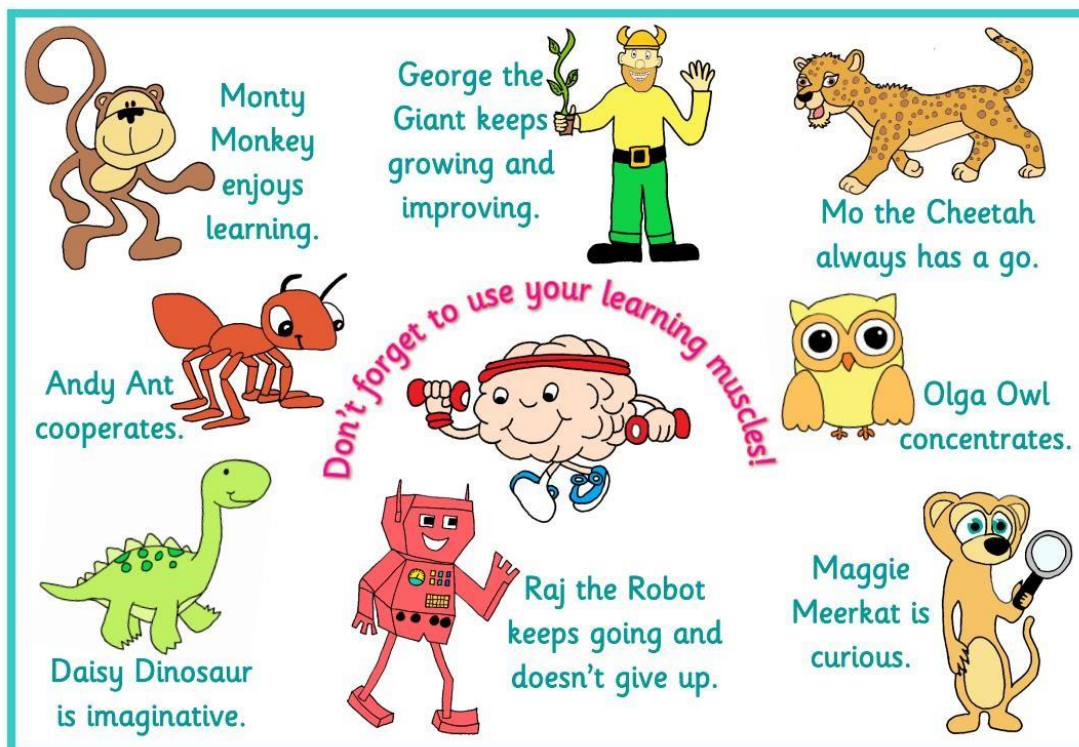
For further information, please see linked policies (for example Anti-Bullying) which provide specific detail about our procedures and policies in these areas. Anti-Bullying Policy

<https://primarysite-prod-sorted.s3.amazonaws.com/folly-view-primary-school/UploadedDocument/dcb7712a-b489-4eac-8b7d-fa025fef7995/fvp-anti-bullyingpolicy.pdf>

Reviewed December 2<sup>nd</sup> 2024

Appendix 1

Learning Muscles Posters EYFS and KS1



KS2

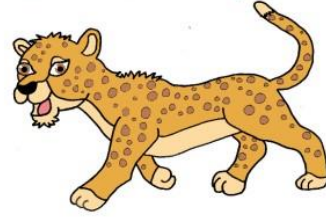


Andy Ant is supportive, cooperative, and collaborative. He negotiates, compromises, works in partnership, uses teamwork, and appreciates others.



Monty Monkey has enjoyment, enthusiasm, passion, eagerness, sense of satisfaction and engagement when learning.

Mo the Cheetah is motivated to participate, works independently and endeavours to strive and complete tasks.



Daisy Dinosaur is imaginative, innovative, expressive, inventive, creative, and shows originality.

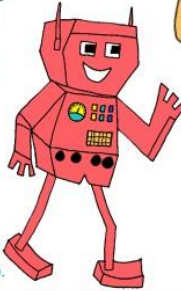


Olga Owl concentrates, is attentive, focused, engrossed, and detail-orientated when learning.



George the Giant keeps growing and improving, making progress by advancing, developing, progressing, revising and expanding his knowledge and understanding.

Raj the Robot uses resilience, perseverance, tenacity, endurance, determination, steadfastness and persistence to keep going and not give up.



Maggie Meerkat is curious, intrigued, inquisitive, and investigative as she questions, examines, inspects, scrutinises and analyses the knowledge she has discovered.

