Holden Clough Relational Behaviour Policy

2026-27

Chair of Governors	Ali Basharat
Head Teacher	Adam Porter

Date	**Review Date**	**Coordinator**	**Nominated Governor**

Rationale

At Holden Clough, we believe every child can thrive with the right support, structure, and environment. We view behaviour as communication and respond with empathy and relationship-building. Our goal is to create a safe, supportive space where all children feel understood—guided by the principle of praising in public and reminding in private.

Our values

The following values inform our behaviour policy and expectations of members of our school community:

Vision Statement

"A family of independent life-long learners that reach for the stars"

At Holden Clough Primary School, we have 'STAR QUALITY':

S - We enjoy change and challenge, demonstrating STICKABILITY in everything we do

T - We love learning and laugh a lot TOGETHER

A-We strive for excellence and ACHIEVEMENT in everything that we do

R-We value and RESPECT each other as friends and celebrate our differences

At Holden Clough Community Primary, staff and governors are committed to building strong relationships, guided by the core principles of Relational Inclusion.

Relational Inclusion Principles

Our behaviour policy is grounded in five key principles that promote compassion and inclusion:

1. Children do well if they can
   Behaviour reflects unmet needs or unlearned skills. We support growth through guidance, not punishment.
2. Relationships are central
   Every adult is a trusted figure. Strong, consistent relationships foster safety, respect, and better behaviour.
3. All emotions are valid, not all behaviours
   We help children express emotions appropriately, teaching the difference between feelings and actions.
4. Focus on causes, not symptoms
   We look beyond behaviour to understand underlying emotional, social, or academic needs.
5. Lead with compassion
   Empathy and kindness are modelled and taught, forming the foundation of a supportive learning environment.

The Role of Relationships

At Holden Clough, strong relationships are key to behaviour management. Every adult aims to be a trusted figure for each child, building trust through consistency, reliability, and emotional availability. We personalise our approach to meet each child's unique needs, considering their background and experiences.

Responding and Calming: Protecting Relationships

When behaviour escalates, our priority is to protect relationships and support emotional regulation. We use:

- Warm welcomes and genuine care to build connection.
- Calming tools like Zones of Regulation and My Happy Mind.
- Safe spaces in classrooms and a nurture room for reflection.
- Mental health lead to help identify underlying causes.
- Consistent scripts for calm, predictable responses (see Appendix 1).
- Positive physical intervention* only as a last resort, by trained staff, when safety is at risk.

*A risk assessment should be carried out to determine whether positive physical intervention is required through the team teach approach. Holden Clough have qualified staff in Team Teach to calm children and de-escalate situations. Staff know how to safely handle children if it becomes necessary. Records are kept and parents informed.

We respect all children, their rights and their needs

Some children require additional help managing their emotions and behaviour. We identify these needs early and provide tailored support through behaviour plans rooted in our school's values. While we aim for consistency, systems may be adapted for children facing significant challenges such as aggression, self-injury, or unsafe behaviour.

Support includes:

- Tailored Plans: Individualised strategies to meet each child's needs.
- Safe Spaces: Access to the nurture room for emotional regulation.
- Zones of Regulation: Tools to help children recognise and manage their emotions.

Consistency and Leadership

Effective behaviour management relies on strong, consistent leadership. Leaders ensure:

- Clear Expectations: Behaviour standards are visible, consistent, and reinforced daily.
- Staff Consistency: All staff model respectful behaviour and respond consistently.
- Support & Training: Leaders provide guidance and training to uphold the policy.

Classroom Management: Expectations and Responsibilities

Classroom Environment

A well-structured classroom supports positive behaviour and learning. At Holden Clough, all classrooms are:

- Equipped with a Zones of Regulation area and a safe space.
- Tidy, organised, and visually calm (neutral display boards).
- Managed with clear noise-level expectations, modelled by staff.

- Designed to encourage responsibility—children tidy up after themselves.
- Inclusive—every child's work is celebrated and displayed.
- Consistent—school-wide behaviour expectations linked to our school values are clearly posted and regularly reinforced (see Appendix 2).

Behaviour Strategies and Teaching Good Behaviour

At Holden Clough, we aim to teach children good behaviour and give them the tools to manage their own actions. We use a variety of strategies to support this:

The Behaviour Ladder:

- The Behaviour Ladder (appendix 3) is a visual tool that helps children understand where their behaviour stands in relation to the school's expectations. It provides clear steps for escalating or de-escalating behaviour.
- The behaviour ladder is clearly displayed in every classroom
- If a child's behaviour escalates, they have opportunities to repair the situation before moving further up the ladder.

Repair and Language Used:

- We use restorative language to help children repair relationships and understand the impact of their behaviour on others. This involves asking reflective questions like:
    - *"What happened?"*
    - *"How did that make you feel?"*
    - *"What can you do to make things right?"*
- This approach helps children take responsibility for their actions while learning how to handle future challenges in a constructive way.

Rewards and Consequences:

- Positive Reinforcement: We emphasise rewarding positive behaviour through natural praise, incentives, and special privileges.
- Clear Consequences: When expectations are not met, there are clear and fair consequences that are consistently applied. Consequences are designed not as punishment, but as an opportunity to reflect, learn and grow.

Our rewards

Celebrating Positive Behaviour
We believe children learn best when they feel happy and valued. Staff consistently recognise positive behaviour through praise, rewards, and classroom incentives such as:

- Natural praise and smiles
- Parent messages (phone, email, Dojo)
- Stickers, certificates, and written praise
- Special privileges (e.g. VIP lunch table)
- Class Dojo points and Star of the Week awards

Natural praise is specific, sincere, and focused on effort—helping children understand what behaviours to repeat.

Characteristics of Natural Praise:

- Specific: It highlights exactly what the child did well.
- Authentic: It feels sincere and not forced.
- Effort-based: It often praises the process, not just the outcome.
- Encouraging: It builds confidence and intrinsic motivation.

Examples in a Primary School Setting:

Generic Praise	Natural Praise
"Good job!"	"You really focused during that task—well done!"
"You're so smart!"	"You worked hard to solve that tricky problem."
"Amazing!"	"I noticed how kindly you helped your friend tidy up."
"Well done!"	"You kept trying even when it got difficult—that's great perseverance."

Why Use Natural Praise?

- It helps children understand what behaviours to repeat.
- It supports growth mindset by valuing effort and improvement.
- It strengthens teacher-child relationships through meaningful recognition.

Stars of the Week

Each week, teachers select two pupils from Y1–Y6 as Stars of the Week for demonstrating school values, academic achievement, positive learning behaviours, or exceptional effort. Awardees receive a certificate and golden star in assembly, are featured on Class Dojo, and named in the Weekly Newsletter.

At the end of each half term, two pupils per class are recognised in a Platinum Star Assembly for exemplary behaviour or work. Parents are invited, and names are recorded in the Golden Book.

Attendance Rewards

Weekly 100% attendance stickers and £10 attendance class voucher or winning class reward stickers if below 100% and attendance cup. Certificates and a treat willbe awarded at the end of the school year for 100% attendance. Pastoral Care Leader will monitor attendance and liaise with EWO.

Consequences

Consequences are determined by the severity of the misbehaviour. It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Behaviours that require step 1 (first time occurrence) or step 2 (second occurrence) intervention on the behaviour ladder	Behaviours that require step 3 intervention on the behaviour ladder	Behaviours that require step 4 intervention
• failure to pay attention • telling tales • shouting or distracting others • failing to keep on task • unkind remarks • time wasting • chewing gum • pushing in the line • borrowing without permission • running in corridors • leaving work area untidy	• Continuation of behaviours that required step 1 & 2 intervention • constantly shouting out • disregarding other children • refusal to cooperate • telling lies • inappropriate language/attitude	• Continuation of behaviours that required step 1-3 intervention • disregard/disrespect of staff • vandalism e.g. damage to school property, graffiti • aggressive or violent behaviour towards others or staff • physical/verbal threats/abuse • use of or in possession of a weapon • absconding • stealing
Consequence	Consequence	Consequence
• Stage 1 - Whisper warning: A reminder of the rules and expectations delivered privately. Making the child aware to manage their feelings and communicate their words in a positive manner. • Stage 2 - If above behaviours happen a second time, Visual reminder: Where appropriate, one final private conversation giving a final opportunity to engage. At this point children are also to be given the chance to utilise the classroom's safe space in an attempt to reflect on their behaviour and process their emotions/feelings. Children are to spend no longer than 2-3 minutes in this space.	• Time in: Short time IN with another adult. If a teacher has a partner class, then children will go to this classroom for five minutes quiet reflection time. If this is not the case, children will go the nearest classroom geographically. A restorative conversation is needed at this stage with a natural consequence appropriate to the behaviour.	• Report immediately to Head/ Deputy/Assistant Head • Application of logical consequences • Parent/carer communication & meeting
Responsibility	Responsibility	Responsibility
Class teacher	Class teacher, partner teacher, phase leader	Head Teacher/ Deputy Head Teacher/ Assistant head

Natural Consequences

Natural consequences are outcomes that happen as a direct result of a child's actions—without the need for imposed punishment. They are a key part of behaviour management strategies that aim to teach responsibility and self-regulation in a respectful and meaningful way. Natural consequences are discussed during restorative discussions as part of level 3 intervention, occur without adult intervention and are directly linked to the behaviour. They help children understand the real-world impact of their choices. Example behaviours typical of level 3 with natural consequence:

Constantly Shouting Out
Natural Consequence:

- The child may not be heard or taken seriously because others tune them out.
- They may lose their turn or be asked to wait until they can speak calmly.
- Group activities may continue without their input if they cannot follow the rules for participation.

Telling Lies
Natural Consequence:

- Trust is lost, and others may question the child's honesty in the future.
- The child may need to face the original issue plus the added consequence of dishonesty.
- They may have to take steps to rebuild trust, such as apologizing or showing consistent honesty over time.

Logical Consequences

At Holden Clough, logical consequences are adult-guided responses to a child's behaviour that are:

- Related to the behaviour
- Respectful (not punitive or shaming)
- Reasonable in scale and duration
- Helpful in teaching responsibility and better choices

They are designed to help children learn from their actions in a way that promotes self-regulation and accountability. Logical consequences are decided upon by the school's senior leadership team and are dependent on the severity of the level 4 behaviour. Logical consequences will include:

- Removal from the classroom or activity.
- Loss of privileges like leadership roles or independent tasks, free time or participation in special events.
- Implementation of a behaviour support plan
- Requirement to apologise verbally or in writing.
- Reflection time or restorative conversation with the affected person.
- Helping to clean, repair, or restore damaged property.
- Temporary separation from peers or staff through internal seclusion
- Participation in behaviour interventions or counselling.
- Fixed term exclusion or alternative placement while a risk assessment is conducted.
- Development of a safety plan with staff and caregivers.
- Return or replacement of stolen items.
- In exceptional circumstances exclude* the child from school.

** The headteacher (or principal) may also decide to permanently exclude a pupil if:*

- *There has been a serious breach or persistent breaches of the school's behaviour policy.*
- *The pupil's continued presence would seriously harm the education or welfare of others.*

There are formal written procedures for the exclusion of a child from School and the right to appeal against a decision to exclude. These are sent to parents and carers with the letter informing them of the terms of their child's exclusion. Please see the Victorious Academies Trust Exclusion policy for further details.

Breaktime and Lunchtime Behaviour Procedures

Behaviour expectations apply throughout the school day, including breaktimes and lunchtimes. Whilst children are encouraged to play, socialise and develop friendships, all children are expected to follow the school's STAR expectations.

Playground incidents will be categorised using the Behaviour Ladder. Staff should use professional judgement when determining the appropriate level, taking into account the severity, frequency, intent, impact on others and any individual needs of the child involved.

Staff Roles and Responsibilities During Breaktimes and Lunchtimes

Behaviour Level	Examples of Behaviour	Lead Responsibility
Step 1 (First Occurrence)	Running in restricted areas, pushing in line, minor disagreements during games, not sharing equipment, one-off unkind comments, football disputes, refusing to line up appropriately, entering out-of-bounds areas, low-level playground silliness, ignoring a playground instruction on one occasion	**Lunchtime Staff** – reminder, restorative conversation and re-teaching of expectations
Step 2 (Repeat of Step 1 Behaviour)	Repeating any Step 1 behaviour after initial lunchtime staff intervention, continued football disputes, repeated refusal to line up, further unkind comments, repeated failure to follow playground expectations	**Class Teacher** – restorative conversation, reflection and reinforcement of expectations
Step 3	Repeated refusal to follow staff instructions, repeated exclusion of others from games, persistent name-calling, repeated rough play after warnings, play-fighting, deliberately provoking others, repeatedly disrupting games, throwing objects unsafely, refusing restorative conversations, repeatedly leaving designated play areas	**Class Teacher** – restorative intervention, natural consequence and monitoring
Persistent Step 3 Behaviours	Ongoing play-fighting, repeated disruption, persistent rough play, continued exclusion of peers, repeated unsafe behaviour despite class teacher intervention	**Phase Leader** – review, parent communication, additional support and behaviour monitoring
Step 4	Physical assault (hitting, kicking, punching, biting, spitting), serious aggression, bullying behaviour that is repeated and targeted, racist, homophobic or discriminatory language, serious threats or intimidation, deliberate damage to property, throwing objects with intent to cause injury, absconding or attempting to leave the school site, stealing, serious aggression towards staff	**Immediate SLT Intervention** – escalated through **Phase Leader → Deputy Headteacher → Headteacher** depending on severity and circumstances

Escalation Pathway for Breaktime and Lunchtime Behaviour

Step 1 Behaviour (First Occurrence)

Where a Step 1 behaviour occurs during breaktime or lunchtime for the first time, the incident will be managed by the supervising lunchtime staff member through:

- A calm verbal reminder.
- Re-teaching of expectations where necessary.
- Restorative questioning.
- Opportunity for the child to make a better choice.

These incidents do not normally require class teacher involvement unless a pattern begins to emerge.

Step 2 Behaviour

If a Step 1 behaviour is repeated during the same breaktime/lunchtime or becomes a recurring concern, the incident should be referred to the child's class teacher.

The class teacher will:

- Hold a restorative conversation with the child.
- Reinforce expectations.
- Consider appropriate natural consequences.
- Inform parents if concerns begin to become persistent.

Step 3 Behaviour

Step 3 playground and lunchtime behaviours require direct intervention from the child's class teacher.

The class teacher will:

- Meet with the child following the incident.
- Facilitate a restorative conversation.
- Apply an appropriate natural consequence.
- Record the incident where necessary.
- Communicate with parents where appropriate.
- Monitor for any emerging pattern of behaviour.

Where a Step 3 behaviour persists following class teacher intervention, or where multiple Step 3 incidents occur over a sustained period, the matter will be escalated to the appropriate Phase Leader.

The Phase Leader will:

- Review the concerns.
- Support the class teacher in identifying underlying causes.
- Meet with parents where appropriate.
- Implement additional support strategies.
- Monitor the effectiveness of interventions.

Step 4 Behaviour

Step 4 behaviours require immediate Senior Leadership Team intervention due to their seriousness and/or potential risk to others.

For all Step 4 incidents, the escalation process will be:

1. Immediate referral to the relevant Phase Leader.
2. Escalation to the Deputy Headteacher where required.
3. Further escalation to the Headteacher where the severity, frequency or circumstances necessitate Headteacher involvement.

The Senior Leadership Team will determine any logical consequences, parental communication, behaviour support plans, risk assessments, internal suspension arrangements, fixed-term suspension or other actions in line with this policy.

Summary of Responsibility

Step 1 (first occurrence) → Lunchtime Staff

Step 2 (repeat of Step 1 behaviour) → Class Teacher

Step 3 → Class Teacher

Persistent Step 3 behaviours → Phase Leader

Step 4 behaviours → Phase Leader → Deputy Headteacher → Headteacher

Final Thoughts

The goal of Holden Clough's Behaviour Policy is to create a school environment where every child feels safe, valued, and supported. By building strong relationships, teaching emotional regulation, and consistently applying strategies for positive behaviour, we aim to ensure that all students, including those with SEN, are given the tools to thrive academically, socially, and emotionally.

Linked Policies

School Learning Environment Policy

School Anti-bullying Policy

Victorious Academies Trust Suspensions and Exclusions Policy

Appendix 1: Script to ensure a calm, predictable and non-escalatory response

Start by recognising children's feelings and showing some empathy (if necessary and relevant)

What happened?
How did it make .....feel?
How do you feel?
How can we fix this?
What would you do next time/differently?

We use scripts to aid our consistency as we respond to crisis moments; as we hold restorative conversations.

Appendix 2 – Our School Rules/Expectations

Our 'STAR' School Expectations

Holden Clough

A family of lifelong learners who reach for the stars!

1. We show STICKABILITY by being honest, responsible, and always trying our best, even when things are tough.

2. We learn and laugh TOGETHER by being kind, listening to others, and lifting each other up.

3. We aim for ACHIEVEMENT by making thoughtful choices, working hard, and celebrating our progress.

4. We show RESPECT by being polite, using good manners,

valuing everyone’s feelings and differences, and taking care of our school and environment.

Appendix 3 – The Behaviour Ladder

Consistent Quiet signal

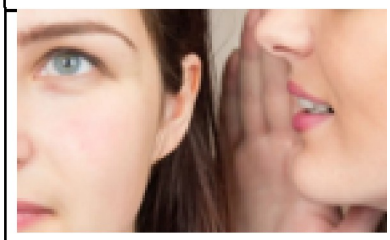


We use a non-verbal standard signal for being still and silent. We use it relentlessly and we expect it consistently. If compliance is not rapid, we include a verbal cue: 'thank you _____ (child's name)' and then proceed to thank those children who are following the signal. This gives the children the opportunity to self-regulate or correct their choices. Class teachers will ensure children are aware of this signal. We wait for all children to display this signal. If children don't comply within 30 seconds then step one of the behaviour ~~ladder~~ is applied.

Step 1 **Whisper Warning**	A reminder of the rules and expectations of the classroom delivered privately, making the child aware to manage their feelings and communicate their words in a positive manner.
Step 2 **Visual Warning**	Where appropriate, one final private conversation giving a final opportunity to engage. At this point children are also to be given the chance to utilise the classroom's safe space in an attempt to reflect on their behaviour and process their emotions/feelings. Children are to spend no longer than 2-3 minutes in this space.
Behaviours that warrant step 1 & 2 intervention: failure to pay attention, telling tales, shouting or distracting others, failing to keep on task, unkind remarks, time wasting, chewing gum, pushing in the line, borrowing without permission, running in corridors, leaving work area untidy	
Step 3 **Visual Warning**	Short time IN with another adult. If a teacher has a partner class, then children will go to this classroom for five minutes quiet reflection time. If this is not the case, children will go the nearest classroom geographically. A restorative conversation is needed at this stage with a natural consequence.
Behaviours that warrant step 3 intervention: Continuation of behaviours that required step 1 & 2 intervention, constantly shouting out, disregarding other children, refusal to cooperate, telling lies, inappropriate language/attitude	
Step 4 **Escalation**	If a child's behaviour is persistent, continuous or extreme, a member of the SLT should be called to support and decide upon a logical consequence and next steps. Parents will be informed and this behaviour recorded on CPOMS by the member of SLT responsible for dealing with the behaviour in consultation with the class teacher, addressing the following questions: • When did the incident occur (Date/Time?) • Antecedent (What happened before?) • Behavior (What did the student do?) • Consequence (What happened after?) • Notes (Follow-up, context, etc.)
Behaviours that warrant step 4 intervention: Continuation of behaviours that required step 1-3 intervention, disregard/disrespect of staff, vandalism e.g. damage to school property, graffiti, aggressive or violent behaviour towards others or staff, physical/verbal threats/abuse, use of or in possession of a weapon, absconding, stealing.	
Repair:	• After stage 4, a more formal meeting is needed for restoration whereby parents are present so the child can see that home and school come together to support. Logical consequence is completed depending on the severity of step 4 behaviour and a positive behaviour support plan may be implemented. In extreme cases whereby there has been a serious breach or persistent breaches of the school's behaviour policy, or, the pupil's continued presence would seriously harm the education or welfare of others, the **headteacher** may supersede this repair stage and decide to permanently exclude the pupil. *There are formal written procedures for the exclusion of a child from School and the right to appeal against a decision to exclude. These are sent to parents and carers with the letter informing them of the terms of their child's exclusion. Please see the Victorious Academies Trust Exclusion policy for further details.*

Quiet Signal





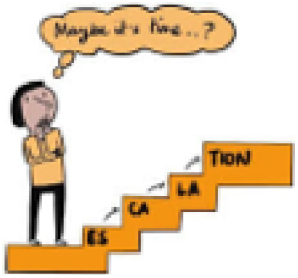
Whisper Warning



Visual Warning



Time In



Escalation



Repair

Appendix 4 – example positive behaviour plan

Positive Behaviour Plan – Example

Pupil Name: Jamie Taylor
Year Group: Year 4
Date: 2nd July 2025
Staff Lead: Miss Smith (Class Teacher)
SENCo Involved: Yes

1. Strengths

- Enjoys helping others
- Responds well to praise
- Good at creative tasks and hands-on learning
- Builds positive relationships with adults

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2. Target Behaviours

Behaviour to Encourage	Behaviour to Reduce
Following adult instructions first time	Shouting out in class
Using kind words with peers	Physical outbursts when frustrated
Staying on task during independent work	Leaving seat without permission

3. Strategies and Support

- Clear, consistent routines and expectations
- Visual timetable and task checklists
- Use of a calm corner or time-out space when overwhelmed
- Pre-agreed non-verbal signal to prompt behaviour
- Praise and reward for positive choices (e.g. sticker chart, class dojo points)
- Regular check-ins with a trusted adult (e.g. TA or learning mentor)

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4. Rewards and Motivators

- 10 minutes of preferred activity time at the end of the day
- Earning a certificate or note home for positive behaviour
- Being a class helper or line leader
- Verbal praise and recognition in front of peers

5. Consequences (Logical and Fair)

- Calm, private reminder of expectations
- Time out in a buddy classroom if behaviour escalates
- Restorative conversation with staff or peer
- Loss of part of a privilege (e.g. 5 minutes of break) if needed

6. Monitoring and Review

- Daily behaviour chart reviewed with child at the end of each day
- Weekly review with SENCo and parent/carer
- Adjustments made based on progress and feedback