



Howes' Positive Attitudes, Behaviours and Relationship Policy

Be Howes.....



Be Kind



Be Safe



Be Ready

Belong!





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Introduction and Aims

At Howes Community Primary School, we pride ourselves on being a relationship-led and highly inclusive school at the heart of a diverse community. We are committed to fostering a culture of positivity, high expectations, mutual respect, and care, where every individual feels safe, valued, and respected.

Our school ethos is underpinned by the belief that positive relationships are central to effective learning, wellbeing, and behaviour. We believe that when children feel secure and connected, they thrive. Therefore, our Positive Attitudes, Behaviour, and Relationships Policy is firmly grounded in relational and restorative practices. It is supported by extensive research and evidence, including the work of Paul Dix and Tom Bennett, and best practices in trauma-informed and attachment-aware approaches. Relational practices are rooted in creating consistency therefore relationships and interactions at Howes are habitual, predictable and systematic.

We understand that all behaviour is a form of communication, and we respond with empathy, consistency, and clarity. Our staff are committed to working collaboratively with pupils, families, and one another to uphold a shared sense of responsibility and accountability. We strive to build a 'family feel' environment, where every child, regardless of background or need, is nurtured and enabled to succeed.

This policy champions a whole-school approach that promotes social inclusion, emotional wellbeing, and a culture of excellence. It sets out clear expectations for behaviour and relationships, ensuring that every member of our school community, pupils, staff, parents, and carer, can flourish and be the best that they can be.



What we expect from staff.

- **Make children feel safe, happy, welcome, and know that they belong.**
- **Know our children well** by understanding their individual needs, strengths, and circumstances.
- **Show kindness, respect, and understanding** in all interactions.
- **Maintain high expectations** for all children, both academically and behaviourally.
- **Form positive relationships with every child** by building trust and mutual respect.
- **Create a sense of certainty and stability** through clear expectations and routines.
- **Act with compassion** balancing warmth with appropriate boundaries.
- **Be firm but fair** to help children make the right choices.
- **Engage in restorative practices** to build, maintain and repair relationships.
- **Teach behaviour explicitly**, so that children understand the expectations.
- **Act as partners in learning** by establishing positive relationships with children and their families.
- **Model appropriate behaviours**, providing clear examples of desired actions.
- **Listen actively to the needs of children** taking the time to understand their perspectives.
- **Validate emotions and show empathy** to help children feel heard and understood.
- **Establish and maintain clear, consistent routines and expectations** that provide structure and predictability.
- **Identify and address underlying causes of negative behaviours** understanding that behaviour is always a form of communication.
- **Address behaviours positively in the early stages** by encouraging desired behaviours and preventing escalation.



What we expect from pupils.

- **Be Kind, Be Safe, Be Ready**
- **Demonstrate good manners** by speaking and acting with politeness and having consideration for others.
- **Be respectful, thoughtful, and empathetic** towards peers, staff, and the wider community.
- **Be helpful and co-operative** supporting others and contributing positively in all settings.
- **Display our school values:** Friendship, Respect, Integrity, Equality, Nurture, Determination
- **Try their best** in everything they do
- **Be prepared for the next step** by developing independence and readiness for future transitions.
- **Be resilient, brave, and courageous Learners** by embracing new experiences and recovering from setbacks.
- **Face challenges positively** having a positive growth mindset and seeking appropriate support when needed.
- **Act as ambassadors for the school** by representing the school proudly and responsibly.
- **Communicate emotions effectively** by identifying and expressing feelings in a healthy way.
- **Show honesty and forgiveness** by owning up to mistakes and being willing to move forward.
- **Be empowered and ambitious** by believe in our own potential and meeting the school's high expectations.
- **Make informed choices** by thinking critically and making decisions that reflect the school values.



What we expect from parents/carers.

- **Work in partnership with the school** by supporting their child's academic, social, and emotional development.
- **Communicate effectively and respectfully** with school staff to foster positive relationships.
- **Attend scheduled meetings**, including parent evenings and review meetings, to stay informed about their child's progress.
- **Ensure their child attends school regularly and on time** by promoting good attendance and punctuality.
- **Support the school in modelling respectful, polite, and positive relationships**, both at home and in the community.
- **Support and uphold the school's rules, values, and behaviour policies** by reinforcing them consistently at home.



Our School Values.



Howes' School Values

Friendship

Friendship is playing with each other, being kind, listening and having fun.

Determination

Determination is never giving up. Striving to always be the best that you can be in everything that you do.

Respect

Respect is being kind to everyone and treating everyone how you would want to be treated yourself.



FRIEND

Nurture

Nurture is being caring and looking after one another; making sure that everyone feels happy and safe.

Integrity

Integrity is being honest and doing the right thing all of the time just because you know it is right.

Equality

Equality is treating people the same but knowing that everyone is different.



Our School Rules.

At Howes we are **Kind**, Safe and Ready.

At Howes, we believe that kindness makes everything better. Being kind means that we care about other, our school, and the world around us. Here are some of the ways everyone at Howes is **KIND**:

We are kind to each other

We share and take turns.
We help our friends when they need it.
We listen when someone is talking.
We greet everyone with a friendly hello and a smile.
We offer help when someone is stuck or needs a hand.
We include others in our games and activities so that no one is left out.
We give compliments to make others feel good.
We hold the door open for others.
We volunteer our time to help our class and school.
We say thank you and show we appreciate others.

We are kind to staff

We listen when adults are talking.
We use polite words like “please” and “thank you.”
We follow instructions the first time.
We show respect by being helpful and thoughtful.

We are kind to the environment

We put rubbish in the bin and recycle when we can.
We take care of books, toys, and school equipment.
We turn off lights and taps when we’re done.
We keep our classroom and playground clean and tidy.

We have kind hands

We keep our hands to ourselves.
We use our hands to help, not to hurt.
We give high-fives.

We use kind words

We say nice things to others.
We use words to solve problems,
We say sorry when we make a mistake.



At Howes we are Kind, **Safe** and Ready.

At Howes, being safe and keeping each other safe is a top priority, and we show this in everything we do; how we act, speak, and move. Here are some of the ways everyone at Howes is **SAFE**:

We are safe in the way we act

We think before we act and make thoughtful choices.

We carry out quick, dynamic risk assessments in our heads to check if something is safe.

We act in ways that protect ourselves and others.

We are safe in the way we speak

We use kind, respectful words.

We think about who is listening and how our words might affect them.

We avoid language that could hurt, scare, or upset others.

We are safe in the way we move

We walk calmly and carefully around school.

We keep our hands and feet to ourselves.

We stay aware of our surroundings to avoid accidents.

We keep our environment safe

We tidy up after ourselves and others.

We keep walkways and shared spaces clear.

We look out for hazards and help keep our school clean and organised.

We use equipment and technology safely

We use all resources, tools, and equipment properly and with care.

We follow rules for using technology which keeps us safe online.

We report anything unsafe or suspicious that we see online or in person.

We know what to do in an emergency

We understand and follow emergency procedures like fire drills.

We stay calm and listen to adults during emergencies.

We report any safety concerns to a trusted adult straight away.



At Howes we are kind, safe and **ready**.

At Howes, being ready means, we are prepared to learn and take part in school life in a positive, responsible and respectful way. Here are some of the ways everyone at Howes is **READY**:

We are punctual

We arrive at school and lessons on time.

We are organised

We bring our reading books, PE uniform and any other equipment required to school.

We have the correct equipment and materials ready for each lesson.

We wear the correct uniform

We look smart.

We show pride in our appearance and our school.

We listen respectfully

We follow our good listening guidelines to show we are ready to learn from others.

We follow routines

We know our whole-school and classroom routines.

We take care of our bodies, so we are physically ready to learn.

We eat healthily.

We get enough sleep.

We exercise regularly.

We have a positive growth mindset

We believe we can improve through effort and learning from mistakes.

We have a CAN'T DO YET attitude.

We are emotionally and socially prepared for learning

We show a positive attitude.

We persevere to build confidence.

We learn to manage our emotions.

We ask for support when we need it.

We are academically prepared for the next step

We complete tasks to the best of our ability.

We ask for help when we need it.

We take part in class discussions.

We set personal learning goals.



How we teach behaviour at Howes.

At Howes Community Primary School, we recognise that positive behaviour and emotional literacy are not innate but must be explicitly taught, modelled, and nurtured. Our behaviour curriculum is deeply embedded within our school culture and values, forming a consistent thread through all aspects of school life. It is delivered through everyday interactions, responsive provision, and dedicated PSHE lessons.

Our approach combines whole-school strategies with personalised support to ensure that every child develops the social, emotional, and behavioural skills they need to thrive. This behaviour curriculum empowers pupils to understand themselves and others, make positive choices, and contribute to a respectful and inclusive community.

We deliver our entire curriculum using a 'stage not age' approach. This means we tailor our teaching, including the behaviour curriculum, to align with each child's developmental stage rather than their chronological age. We make thoughtful adaptations and reasonable adjustments to ensure that every child receives support which meets their individual needs.



Belonging:

At Howes, we are committed to fostering a strong sense of belonging within our school community. A true sense of belonging nurtures feelings of security, acceptance, and identity. This begins with a warm and consistent welcome. Every child is greeted each day through a robust *Meet and Greet* routine. The Senior Leadership Team (SLT) and classroom staff welcome students ensuring each child is acknowledged by name on entry to the school grounds and the classroom.



Routines.

At Howes, clear classroom and whole-school routines are firmly established and consistently upheld. Each academic year begins with dedicated teaching of these routines. Staff identify the key routines they expect to see, communicate them clearly and appropriately, model them effectively, and provide opportunities for students to practice. These routines are reinforced and maintained through consistent application and positive reinforcement from all members of the school community throughout the whole school day. Children are actively encouraged to follow routines independently, fostering self-discipline and a sense of responsibility.

The Zones of Regulation.

This is a comprehensive social-emotional learning curriculum developed by Leah Kuypers. It is designed to help children understand and manage their emotions; fostering self-regulation and emotional control. As part of a whole-school approach, the Zones of Regulation framework is used to promote emotional literacy across all year groups. Structured lessons are delivered throughout the academic year. Students are encouraged daily to reflect on and track their emotional states using the classroom Zones of Regulation chart. The pastoral team is available for children who indicate that they are need of emotional support.





Additional Interventions.

Pastoral Care:

At Howes Community Primary, we are proud to offer dedicated support through our Learning Mentor and Dog Mentor, who work closely with children and families.

Children can be referred to work with Roux, our trained Dog Mentor, as part of their emotional and social development.

Our Learning Mentor collaborates with the Senior Leadership Team (SLT) and staff to identify pupils who would benefit from a personalised behaviour support plan and implements bespoke interventions to support emotional well-being and resilience .



Individual Behaviour Plans:

Children who find managing their behaviour in a school environment difficult who may exhibit behaviours that pose a risk to themselves, or others, will have an Individual Behaviour Plan (IBP) supported by a Risk Assessment.

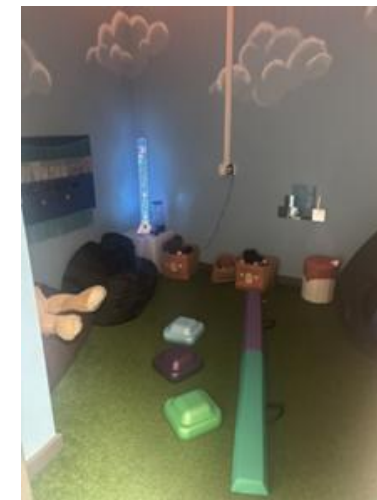
The IBP outlines how the child's challenging behaviour presents, identifies potential triggers, and details proactive early interventions and positive support strategies. These plans are developed collaboratively and are agreed upon by all those involved in supporting the child including parents or carers.

Howes Community Primary School	
Individual Behaviour Plan	
Pupil name: _____	Class: _____
Date of birth: _____	Date plan starts: _____
Date of next review: _____	Reviewing: _____
Medical conditions/needs: _____	
SEN/ID: _____	
Staff working with the pupil: _____	
Challenging behaviour: _____	
What often does it look like?	Triggers, warning signs for behaviour: _____
What often does it look like?	What triggers might cause an incident? _____
What often does it look like?	What to look out for: _____
Strategies for positive behaviour: _____	Pro-active responses to early warning signs: _____
How do we reinforce positive behaviour? _____	How do we prevent an incident? _____
Reactive strategies: _____	Support after an incident: _____
How do we address the situation? _____	
Recording and monitoring of behaviour: _____	
Agreement: _____	
Parent name: _____	
Parent signature: _____	
Date: _____	
Headteacher name: _____	
Headteacher signature: _____	
SENCO: _____	
Date: _____	



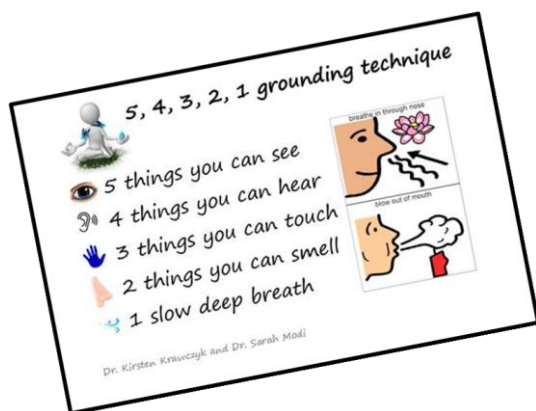
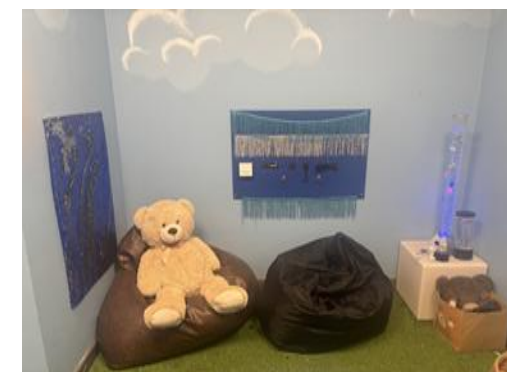
Sensory Room

Children with sensory needs are supported through access to our sensory room. This space may be used for movement breaks to support fine and gross motor development or to help children regulate their emotions in a calm and supportive environment.



Mindfulness

We encourage children to develop self-awareness and emotional regulation through a variety of calming and grounding strategies. These may include breathing exercises, counting techniques, the use of fidget tools, sensory circuits, and other supportive methods. Our aim is to help children recognise and manage their thoughts, feelings, and actions in a mindful and constructive way.



Emotion Coaching

Supporting Emotional Development in Children

Emotion coaching is a research-based approach developed by Dr. John Gottman to help adults guide children in understanding and managing their emotions, especially during challenging moments. According to Gottman (1997), intentional and empathetic interactions with children during emotional episodes significantly enhance their emotional literacy, self-awareness, emotional regulation, and overall behaviour.

At our school, all staff are trained in this approach to support children in regulating their emotions.

Emotion coaching is:

Opportunistic – applied in real-time, during emotional moments

In situ – embedded within everyday interactions

Relational – grounded in strong, supportive adult-child relationships

Aligned with neuroscience – reflecting current understanding of brain development

Evidence-based – supported by research and structured around a clear framework

This technique is scripted and promotes **co-regulation**, acknowledging that children need both guidance and support to manage intense emotions and behaviours. We also encourage families to adopt emotion coaching principles at home to foster emotional literacy and resilience, delivering parental workshops.

For more information, visit www.emotioncoachinguk.com

Step 1	Recognise the child feelings and empathise with them.
Step 2	Validate the feelings and label them.
Step 3	Set limits on behaviour (if needed).
Step 4	Problem-solve with the child.



Restorative Practices

Restorative Practices

At Howes Community Primary School, restorative practices are a key part of our behaviour curriculum, helping children develop the skills to manage their thoughts, feelings, and actions in a constructive way.

Restorative practices are rooted in social science and focus on building community and resolving conflict by repairing harm and restoring relationships. These approaches bring together everyone involved in an incident to:

Discuss what happened

Understand the impact of their actions

Identify ways to make things right

This process encourages empathy, accountability, and reflection, promoting long-term behavioural change and stronger relationships.

Restorative Conversations

Restorative conversations are used throughout our stepped behaviour approach. These structured dialogues help children reflect on their behaviour and its impact on others. By focusing on understanding rather than blame, restorative conversations support emotional growth and conflict resolution. They guide children to consider their actions before, during, and after an incident, and help them develop strategies for improved behaviour in the future. This consistent, empathetic, and sensitive approach ensures that all behaviour is addressed in a way that promotes learning, healing, and community building.



Rewards

Howes Community Primary School sets high expectations for all pupils, and positive behaviour is expected at all times. This includes following the school's rules and routines consistently. Children are recognised and rewarded for demonstrating exceptional behaviour and attitudes, when they go 'above and beyond'. Across the school, in every classroom, lesson, and interaction, you will hear positive reinforcement. To ensure consistency, a whole-school reward systems are in place, and these are complimented by individual class-based rewards that are age-appropriate and meaningful for each year group.

General Principles:

- All staff members give rewards.
- Verbal positive reinforcement is considered the most powerful and meaningful form of praise.
- The overarching aim is to nurture intrinsic motivation in children encouraging them to behave positively and develop strong attitudes because it feels right.

Whole School Rewards:

- Each classroom uses a Recognition Board to encourage children to go above and beyond expectations.
- Teachers send home positive notes to parents/carers for children who consistently go above and beyond.
- Outstanding work or learning may be recognised with a visit to see the Headteacher or Deputy Headteacher to receive a sticker.
- Pupils can receive Star of the Week certificates, School Values certificates and Headteachers awards which are presented during a special achievement assembly attended by parents.
- The school's values are focused on each half-term.
- House points are awarded to pupils who demonstrate the school values, contributing to a collective team effort.
- Annual whole school awards ceremony where individuals receive recognition for outstanding contributions.
- Weekly whole class and termly individual attendance awards.

Class-Based Rewards:

Pupils can earn rewards such as:

- Stickers
- Special responsibilities
- Positive notes or messages home
- Raffle tickets
- Class prizes



Actions if children are not meeting expectations.

At Howes Community Primary School, we believe that negative behaviours and attitudes are best deterred through positive recognition. We teach children that all human behaviours and attitudes have consequences, whether positive or negative. Every action has a reaction. Children need to be prepared for adulthood, to live in a world where we must abide by certain rules and when we do not sanctions are necessary. We acknowledge that sanctions need to be consistent but depend on the severity of the incident and developmental stage of the individual child. When addressing unwanted behaviours staff follow a clear stepped approach and always focus on the behaviour rather than the person. At every stage positive praise is used when the child has modified their behaviour appropriately. The most common form of unwanted behaviours at Howes Primary School are low level disruption such as calling out, disturbing other children, chatting, fiddling with equipment and therefore most children's behaviour is simply and quickly rectified.

At Howes, we implement a stepped approach to behaviour management, encouraging children to consistently follow the school rules and uphold our school values.

Incidents will be escalated to SLT if they include physical or verbal aggression towards staff or peers, are discriminatory or if low-level behaviours persist, despite restorative conversations.



Howes Community **Primary School** **Stepped Approach**

1 A non-verbal warning is given as a reminder for behaviour that does not uphold our school rules or reflect our school values.

2 A verbal warning is given as a reminder of our school rules or school values.

3 A repeat of the verbal reminder is given, and the child is invited to have a restorative conversation with the adult at the earliest opportunity. This may include break or lunchtime. There is always opportunity to amend behaviour at any time.

4 For persistent low-level disruption, or incidents involving violent, aggressive, or discriminatory behaviour, in addition to the restorative conversation the child will be given additional time to reflect on their actions. This will take place at break or lunchtime. The incident will be recorded, and parents/carers will be informed.

5 For persistent low-level behaviours that do not improve following restorative conversations or in cases of significant violent, aggressive, or discriminatory behaviour, the child will spend a designated period outside of the learning environment with the Learning Mentor, Deputy Head, or Headteacher. This intervention will be recorded, and parents/carers will be informed.

6 If significant or persistent behaviours continue, parents or carers will be invited to meet with SLT to discuss appropriate next steps, and a support plan will be implemented.

7 Following all prior steps, an internal or fixed-term suspension will be given as a necessary measure to keep all children and adults safe.

8 A fixed-term or permanent exclusion will be issued.



Additional Policy Information.

Bullying

At Howes Community Primary School, we have a zero-tolerance approach to bullying in any form. All reported incidents are taken seriously and are addressed promptly by senior leaders to prevent further occurrences. SLT have an open-door policy, and parents and carers are actively encouraged to communicate with school.

Every allegation of bullying is thoroughly investigated, and appropriate support is provided to all individuals involved. Parents and carers are kept fully informed throughout the process. We are committed to fostering a safe and respectful environment. As part of our proactive approach, we celebrate Anti-Bullying Week annually, deliver targeted lessons through our PSHE curriculum, and implement responsive small group or whole class interventions when needed.

Physical Restraint

At Howes Community Primary School, physical restraint is only used as a last resort, and solely when a child presents a significant risk of harm to themselves or others.

Staff are Team Teach training, and all staff receive Moving and Handling training to ensure safe and appropriate responses.

When physical restraint is necessary, it is applied for the shortest time possible and only until the child is in a safe environment at which point they will be released.

For children who require physical intervention more regularly, a comprehensive personal risk assessment and an Individual Behaviour Plan (IBP) will be developed in conjunction with parents and carers. These will be implemented to ensure that the child is supported appropriately.

Further Policies to consult: Child Protection and Safeguarding, Anti-Bullying, Whistle Blowing, Suspensions and Exclusions.