Hednesford Valley High

Positive Relationships and Behaviour Policy

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1. Aim

At Hednesford Valley High School we are committed to providing a safe, calm, respectful and inclusive environment where all students can learn, thrive and feel supported. We aim to:
• Promote positive behaviour, emotional wellbeing and respectful relationships.
• Support students to develop emotional regulation, resilience and responsibility.
• Maintain high expectations of behaviour and conduct.
• Ensure consistency, fairness and proportionality in behaviour responses.
• Promote safeguarding and the welfare of all students.
• Support students through restorative, attachment-aware and trauma-informed practice.
• Work collaboratively with parents, carers and external agencies.

2. Principles of our Approach

Our behaviour approach is underpinned by restorative practice, emotional coaching and attachment and trauma-informed practice.

We recognise that:
• Behaviour is a form of communication.
• Thoughts, feelings and behaviours are linked.
• Students may require co-regulation before reflection.
• Relationships are central to positive behaviour change.
• SEND, trauma, attachment needs and adverse childhood experiences can impact behaviour.

Staff will:
• Use calm, consistent and relational approaches.
• Separate the behaviour from the child.
• Use affective and restorative language.
• Support students to identify, name and regulate emotions.
• Maintain clear and safe boundaries.
• Support repair and reflection following incidents.

We believe behaviour can change through:
• Increased positive reinforcement.
• Explicit teaching of social and emotional skills.
• Restorative conversations and reflection.
• Consistent routines and expectations.
• Strong relationships between staff and students.

3. Emotional Coaching and Attachment and Trauma-Informed Practice

At Hednesford Valley High School, emotional coaching is embedded throughout our daily practice. Staff support students to recognise emotions, understand triggers and develop positive coping strategies.

Our attachment and trauma-informed approach recognises that some students may have experienced trauma, disrupted attachment, anxiety, loss or unmet emotional needs. Staff will consider:
• Emotional presentation.
• Communication needs.
• Sensory regulation.
• Individual SEND profiles.
• Environmental triggers.

This approach does not remove boundaries or consequences. Instead, it ensures that consequences are fair, proportionate, supportive and focused on long-term behaviour change.

Strategies may include:
• Emotional check-ins.
• Sensory regulation support.
• Visual supports.

• Safe spaces.
• Restorative conversations.
• Structured routines.
• Individual behaviour and regulation plans.
• Co-regulation and relational support.

The school has achieved the Attachment and Trauma Bronze Award and continues to further develop trauma-informed practice across the school community.

4. Rewards and Positive Recognition

Positive behaviour is recognised and celebrated consistently across school. Strategies include:
• Verbal praise.
• Reward points.
• Positive phone calls home.
• Certificates and assemblies.
• Reward events.
• Individual reward systems.
• Recognition for attendance, effort, resilience and kindness.

Positive recognition supports self-esteem, emotional wellbeing and engagement in learning.

5. Restorative Practice

Restorative practice is used to repair relationships, reflect on behaviour and support accountability.

Restorative questions include:
• What happened?
• What were you thinking at the time?
• Who has been affected?
• What needs to happen to put things right?

Restorative approaches may take place informally or formally depending on the seriousness of the incident.

6. Behaviour Expectations

Students are expected to:
• Follow instructions.
• Respect others.
• Use appropriate language.
• Attend regularly and punctually.
• Respect the learning environment.
• Maintain safe behaviour.
• Wear the correct uniform.
• Use mobile phones in line with school expectations.

Bullying, discrimination, harassment, intimidation, violence and unsafe behaviour are not tolerated.

7. Consequences and Support

Consequences are used fairly, proportionately and consistently.

Possible responses include:
• Verbal reminders.
• Time out and regulation support.
• Restorative conversations.
• Detentions.
• Loss of privileges.
• Reflection work.

• Parent/carer meetings.
• Individual support plans.
• Suspension.
• Permanent exclusion in exceptional circumstances.

Staff will consider SEND, trauma, communication and emotional regulation needs when implementing consequences.

8. Bullying

The school takes a zero-tolerance approach to bullying, discrimination and harassment.

Bullying includes:
• Physical bullying.
• Verbal abuse.
• Racist, sexist or homophobic behaviour.
• Online bullying.
• Social exclusion and intimidation.

Incidents are investigated promptly and addressed using restorative and safeguarding procedures where appropriate.

9. Safeguarding

Behaviour management is closely linked to safeguarding. Concerns relating to mental health, self-harm, exploitation, online safety or significant behavioural changes will be referred appropriately.

All staff are expected to follow:
• Keeping Children Safe in Education 2025.
• Working Together to Safeguard Children.
• Staffordshire safeguarding procedures.

10. Physical Intervention

Physical intervention is a last resort and will only be used when reasonable, proportionate and necessary to prevent harm.

Staff are trained in PROACT SCIPr approaches and positive intervention plans are implemented where appropriate.

11. Monitoring and Review

Behaviour incidents are recorded and monitored to identify patterns, provide support and ensure consistency.

This policy will be reviewed annually and updated in line with national guidance.

12. National Guidance

This policy is informed by:
• Behaviour in Schools (DfE, 2024)
• Suspension and Permanent Exclusion Guidance
• Searching, Screening and Confiscation Advice
• Keeping Children Safe in Education 2025
• SEND Code of Practice 0–25
• Equality Act 2010
• Working Together to Safeguard Children

The policy will be disseminated widely both Staff and Governors through appropriate meetings. The policy will be reviewed May 2027

Appendix A – Restorative Questions

- What happened?
- What were you thinking at the time?
- How were you feeling?
- Who has been affected?
- What needs to happen to put things right?
- What can we do differently next time?

Appendix B – Emotional Coaching Script

1. Recognise and validate the emotion.
2. Use the moment as an opportunity to connect.
3. Help the student name the emotion.
4. Set clear and safe boundaries.
5. Problem solve and support regulation.

Appendix C – Trauma-Informed Strategies

- Predictable routines.
- Calm and consistent adult responses.
- Sensory regulation opportunities.
- Relationship-based practice.
- Visual supports and structure.
- Regulation before reasoning.
- Repair and reconnect following incidents.