



# RELATIONSHIP AND BEHAVIOUR POLICY

## **Value Statement (who we are):**

Coombe Hill Infants' School is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment. We provide an outstanding education for all children.

## **Vision Statement (what we strive for):**

Our vision is to develop strong minds, bodies and spirit in preparation for life. We sow the seeds of curiosity, enthusiasm and resilience to ensure all children continue to delight in their lifelong love of learning.

**Statutory :Yes**

Responsibility: FGB

Reviewed: Spring 2024

Next review: Spring 2025

Governor Committee: Community, Children & Safeguarding

## **"Safeguarding is everyone's responsibility"**

Coombe Hill Infants' School complies with the relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998; we promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of our work.

**This Policy applies to Coombe Hill Infants' School including  
Coombe Connections**

**This Policy has regard for:**

**This Policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following**

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years
- DfE (2018) 'Mental health and behaviour in schools
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- [Keeping children safe in education 2024](#)
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

**This policy should be read in conjunction with:**

- The schools Aims and Ethos
- Anti-bullying policy
- Positive Handling Guidelines
- Safeguarding policy
- Complaints policy and procedures
- The SEND policy

## We are an Attachment & Trauma informed school

### **Our Agreed Approach Relationships and Behaviour**

#### **We set the weather**

- Every interaction is an intervention
- Positive relationships are at the heart of all we do
- We greet children with a smile and a positive start to the day
- We give children eye contact, use their names and allow them to identify and name feelings- make them feel valued
- We are sensitive to families personal circumstances
  
- We are sensitive to subtle changes in children's work as a result of change in family circumstance or underlying anxiety
- We are aware that a change in a child's behaviour may be due to them having experienced abuse (For signs of abuse see Safeguarding and Child Protection Policy).
- We are kindly strict, we avoid shushing, shouting or using whistles
- We all use chimes/tambourines/clapping consistently across year groups
- We praise publicly, we reprimand privately
- We understand that all emotions are okay but not all behaviour choices are
- We will use the emotion coaching approach to support children with their behaviour
- We will ensure that pupil voice is at the centre of our approach
- We agree that all adults working in our school are responsible for the behaviour of all of our children
- We will never ignore or walk past learners who are making / displaying poor behaviour choices.
- We have high expectations

#### **Statement of Intent**

**All members of the school community are responsible for their own behaviour and fostering positive relationships and communication with others. We firmly believe that children learn by example and adults must act as role models in their behaviour and relationships. We believe that learning, teaching and behaviour are inextricably linked.**

Coombe Hill Infants believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

At Coombe Hill Infants' we have a child centred approach to teaching and learning. We aim to prevent unacceptable behaviour through positive reinforcement, rather than merely reacting through consequence. Relationships are at the core of our practice

We believe that good manners, good behaviour, respect for others and thoughtfulness are important qualities for all our children to develop throughout their lifetime. We believe that it is our duty to help the pupils of Coombe Hill Infants'

to nurture these qualities and values during their time with us. It is up to us all to care for each other.

We understand that every child has experienced different things in their lives. We aim to understand the child and their lived experiences, in order to help understand their behaviour and plan for their support in a more informed way. The research on trauma has made it clear that children's challenging behaviour is not intentional, but instead driven by fear and a protective strategy for coping with their experiences. We aim to take a person centred approach and will therefore adapt this behaviour policy depending on the child, their attachment needs and any trauma they may have endured.

With the help of our Winnie the Pooh characters, we promote positive learning behaviours. They work alongside our Golden rules and we aim to achieve a consistent approach to behaviour management throughout the school.

**Aims:**

- To provide a safe and secure environment for the whole school community. No one should be bullied or feel frightened by other people's actions.
- To encourage a calm, purposeful and happy atmosphere within the school, where achievements at all levels are acknowledged and valued and tasks can be completed without disturbance.
- To foster kind and caring attitudes towards everyone, ensuring kindness, respect and consideration are noticed and praised.
- To encourage pupil self-confidence and independence, giving pupils a voice to talk, if they have a problem or need support.
- To encourage self-discipline, so that each child learns to accept responsibility for his/her behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement. Encouraging optimum success and understanding.
- To raise awareness of appropriate behaviour, making clear boundaries to ensure everyone's safety.
- To ensure everyone in school is sensitive to issues of race, gender, SEN and disability as well as the individual needs of children experiencing difficulties, in line with the Equality Act 2010.

All members of our school community have the responsibility to ensure that this policy is successfully implemented.

**Pupils are responsible for:**

**Always being Ready, Respectful and Safe**

- Following the Golden rules
- Helping to write and abide by their class rules and charter
- Cooperating with other children and adults
- Looking after school property and property of others
- Having kind hands, feet and words
- Working to the best of their ability and allowing others to do the same
- Showing respect for others
- Using indoor voices and walking in school
- Demonstrating good manners

**SEND, Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis

**The Headteacher is responsible for:**

- Establishing the standard of behaviour expected by pupils at the school
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to governors on the implementation of the policy and its effectiveness.
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The Head teacher is Mrs Janet Berry

**The mental health lead is responsible for:**

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour Policy, how staff are supported with managing

pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

- Collaborating with the SENCO, Headteacher and governing body, as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as Junior school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

The Mental Health Lead is Mrs Sue Jakob, DHT

**The SENCO is responsible for:**

- Collaborating with the governing board, Head teacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

The SENCO is Mrs Jackie Heard.

**Senior Leadership team are responsible for:**

- Supporting staff by being available to take an active role in the reward and consequence structure and monitoring and intervening when necessary
- Setting out measures in the behaviour policy which aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure pupils are able to learn effectively
- Monitoring the implementation and the success of strategies through observation and discussion with their teams
- Taking a lead role in preventative work and establishing an annual programme to revisit key ideas with both staff and pupils
- Ensuring senior staff are visible at key times of the day: start and at the end of the day

- Ensuring that parents and carers are well aware of the school's complaints procedure

**Staff are responsible for;**

- Encouraging good behaviour through high expectations
- Promoting the general progress and well-being of individual pupils and any class or group assigned to them
- Promoting the positive ethos of the school
- Displaying school rules and refer to them regularly
- Rewarding good behaviour, constantly referring back to the class and school rules
- Ensuring sanctions are valid and fair at all times
- Raising pupils self-esteem and allow pupils voices to be heard – recording where appropriate
- Modelling correct behaviours and leading by good example
- Forming good relationships with the pupil's main carers, so that all children can see that the key adults in their lives share a common aim
- Recognising that each child is an individual, planning for their needs
- Teaching PSHE each week ( Jigsaw )
- Providing a role model for behaviour and conduct which pupils can copy
- Present a positive and cheerful demeanour with children, parents and staff
- Setting high expectations for all pupils and teach the whole curriculum whatever the prior attainment
- Showing awareness of the signs of SEMH related behavioural difficulties
- Ensuring the maintenance of good order and discipline at all times
- Dealing with any behaviour difficulties with immediate effect
- Preventing all forms of bullying among pupils
- Regularly reflecting
- Teaching the Boundary song

**Coombe Hill Infants values parental support, and knows this is vital when working with behaviour and young children. Parents may not always be informed if the behaviour is low level. If this behaviour continues or becomes more serious we will inform and involve parents. We do expect that parents support any responses and reinforce this at home.**

**Parents are responsible for:**

- Attending all meetings, including pupil progress meetings
- Supporting home learning
- Ensuring screen time is monitored
- Ensure a good night's sleep and breakfast
- Ensure good attendance and punctuality.
- Making children aware of appropriate behaviour in different situations
- Encouraging independence and self-regulation
- Show an active interest in all that your child does at school
- Forming positive relationships with school staff
- Supporting the school's responses to behaviour ( Rewards and Responses)

### **Governors are responsible for:**

- The monitoring and implementation of this policy and the behaviour procedures at school.
- Ensuring that this policy does not discriminate on any grounds, including, but not limited to, age, gender, disability, race, religion, sexuality or belief.
- Promoting a whole school culture where calm, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the school's [complaints procedures policy](#)

### **Rewards and Responses**

#### **Rewards**

In any disciplinary process the emphasis must always be on the positive approach of encouragement and praise. We believe that positive recognition of desirable behaviour is more powerful than criticism or drawing attention to undesirable attention.

The creation of a positive climate is fundamental to the self-esteem of children and does not exist purely to balance the force of sanctions. A positive environment not only helps to eradicate negative behaviour, but it also promotes a positive learning environment, where children are more likely to fulfil their potential.

In all classes staff should create opportunities and incentives for pupils to develop the caring, nurturing and co-operative sides of themselves. Special awards for good behaviour, good work etc. can be highly significant motivators for many pupils. The list below is not set out in any order of priority and are examples of rewards we use at Coombe Hill Infants'

- Positive verbal or written comments – either in general terms or picking up on a specific point
- Use of stamps or target stickers on pupils work
- A public word of praise in front of a group, class or whole school
- Target setting
- Story titles are used to support target behaviour eg. Ruby's worries.
- Commendation sticker assemblies – stickers are given to children who exhibit positive learning behaviours (Winnie the Pooh)
- Each class refers to the Winnie the Pooh characters and the positive learning behaviours they promote – see Appendix A
- Golden rules are used as a way to remind children about the school rules, using positive language – see Appendix B
- Head teacher certificates for whole classes



- A visit to the head teacher or another member of staff for commendation
- Classroom displays of 'WOW' work
- Affording pupils to undertake roles of responsibility – school council, prefects, helping hands, class monitors, etc
- Discussion with parents at the class door, informing them of the good work or behaviour they have shown in class that day
- Incentives – such as cubes, given out to colour groups for behaviour and effort
- Choosing time – where pupils' are able to choose an activity as a reward for good work or behaviour
- Table points
- Recognition boards
- Zones of Regulation approach is used in all year groups

As a school we have made the decision to reduce the use of stickers and dojo points. Research suggests that children often behave in a certain way purely for a sticker rather than understanding why to make the correct behaviour choice. However there are times when a sticker can be used. A balance between intrinsic and extrinsic reward is needed.

## **Responses**

### **Protocol**

Our procedures for managing behaviour. ( These do not cover all eventualities)

- Positive role modelling
- De -escalation
- Safeguarding the welfare and learning of all
- Prompt communication with parents/carers. An expected initial response to low level isolated behaviours.

Boundaries are essential in order to promote children's sense of self. Young children may not express their emotions in words, but their actions sometimes speak just as loudly. At Coombe Hill Infants' we aim to listen to a child's voice (verbal or non verbal) before implementing any sanctions.

Even in a well-ordered and positive environment, it may be necessary from time to time for the sanctions outlined below to be applied.

### **During lessons, assembly and moving around school**

The child will first be spoken to in regards to their behaviour and involved in a discussion about the golden rules, the Learning behaviours and the choices the child has made. Consistent praise for children who are making the right behaviour choices.

**Step 1** – Remind the whole class/group of the expectations. Possible whole class regulation-movement break, breathing etc.

**Step 2** –Remind the child individually about the expectations. Check if they have everything they need to settle down

**Step 3** – Continue to remind the child if poor behaviour continues.Using emotion coaching approach. This may need to continue into break/lunchtime. This should only take 10 minutes maximum or less.

**Step 4-** The child may need to take their learning elsewhere, initially within the classroom. They must be escorted by an adult and the reason explained to the receiving member of staff if they are then escorted elsewhere. This must be for a predetermined amount of time.

**Step 4-** If the behaviour continues involve year group leader(SLT) where a 1:1 emotion coaching conversation will take place.If necessary involve HT/DHT/SENCO

**Step 5-** at this point the behaviour will be logged on CPOMs and parents may be involved. CT or SLT responsibility.

### **At lunchtime, playtime, around the school building or at Coombe Connections**

The child will first be spoken to in regards to their behaviour and involved in a discussion about the golden rules, the Learning behaviours and the choices the child has made. Consistent praise for children who are making the right behaviour choices.

**Step 1** – If poor behaviour continues child has time out for less than 5 minutes - low level poor behaviour i.e. rudeness, mistreating property etc

**Step 2** – time out for the rest of playtime for **any fighting, play fighting, bullying, hurting others**. At lunch time the same rule must apply but for less time. The teacher must be informed of this

**Step 3** – If the behaviour continues or the child refuses to comply with time out involve HT/DHT/SENCO or year group leader(SLT) where a 1:1 emotion coaching conversation will take place. Restorative justice conversation may also be needed. This will be recorded and shared with the teaching staff. If a child is highly dysregulated, inform the SLT/HT/DHT if support is needed.

All classes will have a discussion about lunchtime play and will reflect on behaviour and evaluate their own behaviour aiming for a score of 5.

## Lunchtime scores

All serious incidents will be written in the incident book/CPOMs and cross referenced with any injuries written in the first aid log.

Parents may be informed at this stage.

### Poor behaviour could include:

- Name calling
- Poor listening
- Physical aggression
- Rough play
- Swearing
- Rudeness
- Defiance
- Racist language
- Disturbing the learning of other children
- Lack of respect for property
- Bullying- definition *seek to harm, intimidate, or coerce (someone perceived as vulnerable) over a sustained period of time*
- Any behaviour that threatens safety

### **Exclusion, fixed term or permanent**

We hope that, through the positive manner in which we encourage all children to do their best, and through the loving, supportive and encouraging environment, that the behaviour of all children will lay within the boundaries of the school's rules. However, there may be occasions when a child goes beyond what is acceptable behaviour and the school would then consider excluding the child for a period of time or, in extreme circumstances, permanent exclusion may take place.

Possible actions that might lead to exclusion:

- causing serious injury to another person (adult or child)
- causing deliberate damage to school property or the property of another individual
- Being abusive
- Deliberate and recurrent breaking of school rules

### **Positive handling**

We aim to create a calm and supportive school climate. We will always try to deescalate first, ensuring staff effectively manage incidents by communicating calmly with non-threatening verbal/body language. In very rare cases in order to

prevent pupils hurting themselves or others and only as a last resort, physical restraint may need to be used. Positive handling should be applied as an act of care and control, with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the child to regain self-control. It should **never** take a form which could be seen as a punishment. Please see our [positive behaviour handling guidelines](#) for more information.

### **Reporting**

All incidents of bullying or racist or sexual discrimination must be reported to the head teacher immediately and appropriate forms completed. Relevant parents/carers will be informed of any such incidents.

### **The Golden Rules**

We are proud that poor behaviour is often minor and serious incidents are rare and this is due to our proactive response, staff training and child centred culture. We believe that having an active approach to preventing unacceptable behaviour and responding quickly and effectively when it occurs will lead to fewer incidents and happier and safer children. Primarily, responding to unacceptable behaviour, adults are always encouraged to 'check in' that all the child's 'basic needs' are met. Sometimes lack of sleep, hunger, thirst, and needing to use the toilet can lead to poor behaviour.

Taking time to understand 'the why' can lead to a positive and swift resolution. Through our curriculum we teach children about behaviour -how it can feel, why people display poor behaviour, how we can prevent it and respond to it and how children can use their social, emotional and behavioural skills to tackle problems when they arise.

Pupils are encouraged to communicate their worries and incidents with members of staff or use our worry box. Pupil Voice is a strength in our school and taken seriously.

#### **Our Golden Rules**

- ★ We are kind and helpful
- ★ We work hard
- ★ We are gentle
- ★ We look after property
- ★ We listen to other people
- ★ We are honest
- ★ We make the right choices
- ★ We try our best
- ★ We are ready to learn

#### **Our Learning Behaviours**

- ★ Respectful – Winnie the Pooh
- ★ Readiness-Rabbit
- ★ Resilient – Tigger
- ★ Responsible – Kanga
- ★ Resourceful - Owl
- ★ Reasoning - Eeyore
- ★ Ready to Learn - Piglet

### **Monitoring and Review**

This policy will be reviewed every year by the headteacher in agreement with the governing body. Any changes made to this policy will be communicated to all members of staff.