



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 2025

Next review: Spring 2026

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'
- DfE (2024) ['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 circumstances 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, 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, make 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 the 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 adapted to cater to the needs of the pupil. The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits behaviour which can challenge those around them 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.

The Headteacher 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.
- Developing individual risk assessments and individual behaviour plans (dysregulation cycle and strategies) for specific children

The SENCO is Mrs Jacqueline Heard.

The 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 referring 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 pupil's 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 that 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 pupil's 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
- Golden rules are used as a way to remind children about the school rules, using positive language
- Headteacher 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, Rainbow cafe volunteers, 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 classrooms

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 rewards is needed.

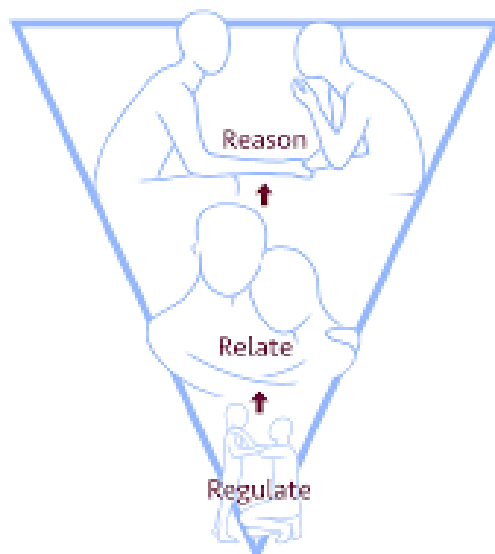
Responses

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/ responses.

We do this by following the 3 R's of relational responses - by Dr Bruce Perry



Emotion Coaching - Co-regulate until children are able to self regulate

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We use this approach after a child has regulated and is ready to hear the message. Emotion coaching helps to achieve the last 2 R's of the relational approach seen above - to relate and reason.

We advocate that our parents use this method too.

Steps of Emotion Coaching - C.A.L.M

C - Connect - Recognising the child's feelings and empathising with them.

A - Acknowledge - Label the child's feelings (and your own) and validate them

(validating = let the child know why they might be feeling like this and that this is okay)

L - Limits - Set limits on the behaviour (if needed)

M - Make a plan - Problem-solve with the child, discuss what might happen next time and how it will be managed.

To help children learn to understand how their behaviour relates to an emotion and a feeling in their body, children are encouraged to reflect on which Zone of regulation they are in. This allows children to recognise what they are feeling and why they might behave the way they do. They are then encouraged to develop a toolkit of strategies to help them manage the situation in a different way.

Red zone

Yellow zone

I might be feeling Angry Furious Mad Terrified 'Ready to explode' Out of control	Regulation activities Movement Heavy work Running Walking Deep breaths Listening to music Talking to someone Find a safe space Calm bag with resources Blowing activities (box)	I might be feeling Nervous Wiggly Silly Anxious Stressed Scared Worried Frustrated Excited Hyper	Regulation activities Stretching Yoga Go outside and enjoy nature Drink a glass of water Listen to music Talk to someone
---	--	---	---

Green zone

Blue Zone

I might be feeling Positive Calm Ready to go Happy Focused Content Proud	Regulation activities List accomplishments and identify what is going well Give yourself a pat on the back Help someone else Notice how you are feeling in the green zone	I might be feeling Sad Tearful Bored Tired Sick Withdrawn	Regulation activities Talk to someone Rest/sleep Do a puzzle Read a book Colour or draw Go for a walk Stretch
--	--	--	---

All emotions and zones are OK.

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

If unexpected behaviour is seen 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 our emotion coaching approach.This may need to continue into break/lunchtime. This should only take 10 minutes or less.

Step 4- If the behaviour continues, a child may need to take their learning elsewhere, initially within the classroom. If leaving the classroom, they must be escorted by an adult and the reason explained to the receiving member of staff. This must be for a predetermined amount of time.

Step 5- If the behaviour continues involve year group leaders (SLT) where a 1:1 emotion coaching conversation will take place. If necessary involve the HT/DHT/SENCO

Step 6 - At this point the behaviour will be logged on our behaviour Google Drive Log and parents may be involved. CT or SLT will take responsibility for this.

If unexpected behaviour is seen at lunchtime, playtime or at Coombe Connections

Step 1 - 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 2 – If unexpected behaviour continues the child will have time out (situational and child specific) for less than 5 minutes - low level unexpected behaviour, i.e. rudeness, mistreating property etc. The response is adaptive to the needs of individual children and the situation

Step 3 – If behaviour continues, or the behaviour is not low level, the child will have time out (situational and child specific) 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 4 – If the behaviour continues or the child refuses to comply with time out (situational and child specific), we will 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 with a group of children. This will be recorded and shared with teaching staff. If a child is highly dysregulated, inform SLT/HT/DHT/SENCO if additional 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

Reporting incidents

Every adult is encouraged to report serious incidents on CPOMs (if SLT are involved) or on our Google Drive behaviour log. This is also cross referenced with any injuries written in the first aid log.

Parents may be informed at this stage.

These systems are monitored by the senior leadership team. Patterns and strategies to support are discussed and implemented on a regular basis to suit the child's needs.

For children who display persistent unexpected behaviours, we complete individual electronic STAR (**S**etting, **T**rigger, **A**ction, **R**esult/ **R**esponse) charts, to help analyse a child's behaviour and to discover any patterns. Is the behaviour always on the same day? At the same time? etc, which helps us to understand and preempt any future incidents. These are completed by class teachers and are shared with the SENCO and/ or Senior leadership team.

Unexpected behaviour could include:

- Name calling
- Poor listening
- Hitting out at peers
- Rough play
- Swearing
- Rudeness
- Not following instructions
- 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

Risk assessments and individual behaviour plans

At times, it may be necessary to conduct a risk assessment alongside an individual behaviour plan for the particular behaviour displayed by a child. This will be completed by the SENCO, the class team and will be shared with the child (if appropriate), the parent and all supporting staff. We will attempt to mitigate all risks by managing:

- The environment
- Our body language
- The way we talk to the children
- The way we act
- By adapting the curriculum and other learning programmes to better suit needs

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 headteacher 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 is 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.