



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: No

Responsibility: Headteacher

Reviewed on: Spring 2026

Next review Date: Spring 2027

Governor Committee: Community, Children and
Safeguarding Committee

“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.

1. Introduction

Applies to: Coombe Hill Infants' School including Coombe Connections

Key legislation: Education Act 1996, 2002, 2006; Equality Act 2010; DfE guidance on behaviour in schools (2022), Keeping Children Safe in Education (2024)

Read alongside: Safeguarding Policy, Anti-Bullying Policy, SEND Policy, Positive Handling Guidelines

2. Our Approach

We are an attachment and trauma-informed school.

Core Principles

Every interaction is an intervention and we set the weather. Relationships are at the heart of all we do. We believe all emotions are okay, but not all behaviour choices are. We hold high expectations for all children and adults. All adults working in our school are responsible for the behaviour of all our children.

Our Practice

We greet children positively each day and use emotion coaching to support them. We praise publicly and address behaviour privately. We never ignore poor behaviour choices. We understand that behaviour may indicate safeguarding concerns or unmet needs.

3. Our Aims

We aim to provide a safe, calm, purposeful environment where achievements at all levels are acknowledged and valued. We foster kind, caring attitudes and encourage pupil independence and self-discipline. We ensure consistent approaches with parental involvement and support children with SEND appropriately, promoting equality and respect for all.

4. School Rules

- ★ Be Ready
- ★ Be Respectful
- ★ Be Safe

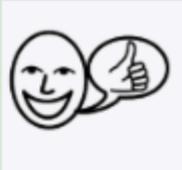
5. Learning Behaviours (Winnie the Pooh Characters)

We use Winnie the Pooh characters to promote positive learning behaviours:

- Respectful (Winnie the Pooh),
- Ready (Rabbit),

- Resilient (Tigger),
- Responsible (Kanga),
- Resourceful (Owl), Reasoning (Eeyore),
- Ready to Learn (Piglet).

6. Celebrating Positive Behaviour

Step 1	Praise A visual e.g. a thumbs up	
Step 2	Table points/ clap/ sticker	
Step 3	Wow/ proud wall/ show another teacher your work	
Step 4	Happy note home	
Step 5	Public praise in year group assembly/ proud cloud/ song	
Step 6	Show Headteacher/Deputy Headteacher	

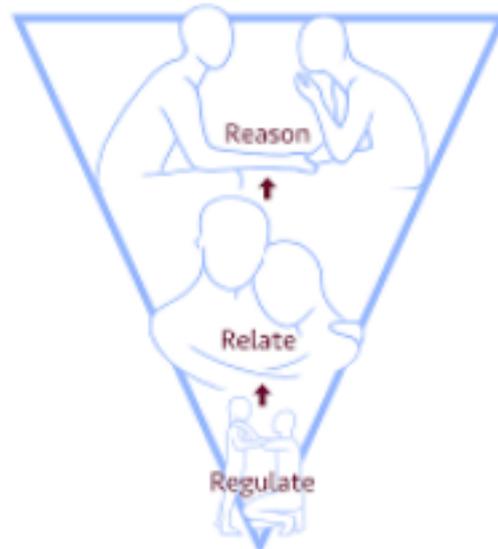
Additional Rewards

Children may be given roles of responsibility including school council, prefects, monitors, helping hands, and Rainbow café volunteers. They may also enjoy choosing time and see their achievements on recognition boards.

7. Responding to Unexpected Behaviour

The 3 R's (Dr Bruce Perry)

We follow three steps: Regulate (help the child calm), Relate (connect with empathy), and Reason (discuss and problem-solve).



Emotion Coaching: C.A.L.M

We **C**onnect by recognising and empathising with feelings. We **A**cknowledge by labelling and validating emotions.

We set **L**imits on behaviour. We **M**ake a plan by problem-solving together with the child.

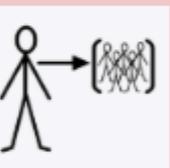
To help children learn to understand how their behaviour relates to an emotion and a feeling in their body, children are encouraged to reflect on which Zone of regulation they are in. This allows children to recognise what they are feeling and why they might behave the way they do. They are then encouraged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

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 sad  tired	 happy  calm	 frustrated  worried	 angry  terrified
 sick  bored	 feeling ok  ready to learn	 silly  excited	 yelling  hitting
<p>I can try...</p>  stretch	<p>I can try...</p>  drink water	<p>I can try...</p>  deep breaths	<p>I can try...</p>  take a break

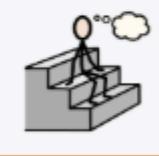
All emotions and zones are OK.

8. Behaviour Steps for Unexpected Behaviour

In Lessons and Assembly

Step 1	Reminder A visual will be shown	
Step 2	Adult is sad/disappointed 'I expect.....'	
Step 3	Take time to think (in the classroom)	
Step 4	Learning elsewhere (another classroom/year leaders classroom)	
Step 5	Inform parents	
Step 6	Headteacher/Deputy Headteacher	

At Playtime and Lunchtime

Step 1	Reminder Show a visual e.g. Kind hands	
Step 2	Adult is sad/disappointed 'I expect.....' (A reminder of expected behaviours)	
Step 3	Take time to think (Hold an adults hand for 5 minutes)	
Step 4	Take to a member of SLT Reflection space in Leopards (Communicate via the radio)	

All serious incidents are logged on CPOMs. Parents may be informed at this stage. Lunchtime staff will reflect on behaviour with classes, aiming for a score of 5 for excellent behaviour.

9. SEND and Individual 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 unexpected 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 and/or to look for patterns in behaviour. Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners etc. We complete individual risk assessments and individual behaviour plans, working closely with parents and external agencies to provide appropriate support.

10. Exclusion

Fixed-term or permanent exclusion may be considered for causing serious injury, deliberate damage to property, persistent rule-breaking, or abusive behaviour. We hope that through our positive, supportive and encouraging environment, all children's behaviour will remain within acceptable boundaries.

11. Positive Handling

It is always unlawful to use force as a punishment. Schools do not require parental consent to use force on a student. Physical restraint is used only as a last resort to prevent pupils hurting themselves or others. Positive handling is applied as an act of care and control, with the intention of re-establishing verbal control as soon as possible. See our Positive Handling Guidelines for full details.

12. Responsibilities

Headteacher (Mrs Claire Cook)

The Headteacher establishes behaviour standards, determines school rules and disciplinary sanctions, ensures day-to-day policy implementation, publishes the policy annually, and reports to governors on its effectiveness.

Mental Health Lead & SENCO (Mrs Jacqueline Heard)

The Mental Health Lead oversees the whole-school approach to mental health and SEMH support. The SENCO collaborates with the governing body and Headteacher on behavioural and SEMH policies, develops individual risk assessments and behaviour plans, and supports subject teachers in implementing effective support strategies.

All Staff

Staff encourage good behaviour through high expectations and promote the positive ethos of the school. They display and refer to school rules regularly, reward good behaviour, ensure fair sanctions, raise pupil self-esteem, model correct behaviours, form good relationships with families, recognise individual needs, teach PSHE weekly, and use emotion coaching consistently.

Parents/Carers

Parents support school responses and reinforce expectations at home. They attend meetings, support home learning, ensure screen time is monitored, provide good sleep and breakfast routines, ensure good attendance and punctuality, make children aware of appropriate behaviour, encourage independence and self-regulation, show active interest in school activities, form positive relationships with staff, and support the school's rewards and responses system.

Governors

Governors monitor policy implementation and effectiveness, ensure the policy does not discriminate, promote a whole-school culture of calm and dignity, and handle complaints regarding this policy

according to the school's complaints procedures.

13. Monitoring

This policy is reviewed annually by the headteacher and governing body. Any changes are communicated to all staff, and we ensure parental cooperation and involvement throughout the process.