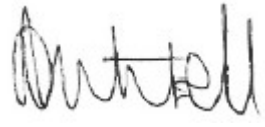




RELATIONSHIPS AND BEHAVIOUR POLICY

Signed 	
Position HEADTEACHER	CHAIR OF GOVERNORS
Reviewed by Quality of Education September 2026	
Ratified by the Full Governing Body October 2026	
Date for Review: October 2027	

Stannington Infant School Vision:

- ➊ To encourage a caring and positive attitude amongst the children towards all others and their environment.
- ➋ To provide a challenging, creative and rich curriculum which will develop curiosity, confidence and independence.
- ➌ To provide an inclusive, safe, secure, healthy and happy environment.

Our school is

a warm and friendly community to which everybody feels a sense of belonging. Each child has a valuable contribution to make to the life of the school and all children are encouraged, through discussion, praise and example, to develop a caring attitude for others and their environment. Our aim is to create a comfortable and welcoming atmosphere in which children can grow in confidence and self-motivation, develop self-discipline and enjoy a sense of achievement.

Positive behaviour is at the heart of everything we do in our school. High standards of behaviour are expected and consistently promoted in lessons and across all aspects of school life. All staff are responsible for modelling these standards at all times, and learners are given clear guidance about what is expected of them. Our expectations are shared, understood, and followed by all, built on positive relationships and reinforced through appropriate rewards and consequences.

Our approach to rewards is primarily intrinsic, encouraging children to act out of personal pride and responsibility rather than for external incentives. We work closely with parents to ensure that the school's values are embedded in the everyday lives of our learners.

Behaviour is shaped by both conscious and unconscious choices. By using the language of **choice**, we help children become more aware of the decisions they make and the consequences that follow. All choices lead to outcomes, which may be positive or negative, and understanding these consequences enables learners to make informed decisions.

To promote positive behaviour effectively, we focus on reinforcing what we want to see rather than drawing attention to negative behaviours. Therefore, we:

- Praise positivity publicly
- Discuss disappointment discreetly

This approach reflects our belief that celebrating positive behaviour has a positive impact on others, encouraging self-regulation and fostering a self-fulfilling prophecy of success. We consistently use the term *expectations* to describe the behaviours we promote, as this supports an achievable and shared standard that learners can internalise. Through this common language, we aim to develop owned standards of behaviour and strong self-regulation in all learners.

Positive behaviour stems from positive relationships, explicit and taught expectations and effective communication. All stakeholders work together to achieve the highest possible standards of behaviour in the best interests of all pupils.

Aims

1. To foster a caring and friendly atmosphere in which teaching and learning can take place in a safe and happy environment.
2. Effective inclusion based upon collegial and peer support which acknowledges the individual needs of children.
3. To create a positive school and classroom environment within which to guide and teach pupils how to behave.
4. Pupils, parents' staff and governors working in partnership to nurture a supportive school community with high expectations of everyone.

Golden Values

The ethos of these values encourage children to work hard, be proud of their achievements and value the achievements of others. These offer clarity and safety and set straightforward standards of behaviour. They must be maintained at all times by all staff.

Our Golden Values are:

We are independent

We stay focused

We keep trying

We include everyone

They are displayed in each classroom and reinforced through praise and reward.

Behaviour Rules

Our Behaviour rules are:-

- We are kind
- We are respectful
- We stay safe

These rules are expected to be adhered to at all times including on educational visits.

Classroom behaviour plan

This is made up of the following

1. Golden Values
2. Behaviour Rules
3. Planned routines
4. Rewards and consequences

Promoting a school culture of positive behaviour

All staff must generate a sense of pride in Stannington Infant School through reinforcement of the fact that we are a school striving for excellence at all times and they contribute towards this.

Promoting the intrinsic benefits of good behaviour

We aim to show children that good behaviour impacts positively upon academic and social outcomes. Within this ethos, we hope that children will work hard, be proud of their achievements and value the achievements and rights of others.

Reinforcing good behaviour with extrinsic rewards

Where children 'go over and above' they have their efforts recognised and rewarded.

Golden Time

Golden Time is a whole school positive behaviour management strategy which we use at Stannington Infant School.

All children are expected to follow our behaviour rules:

- We are kind
- We are respectful
- We stay safe

Children who have followed our rules all week are rewarded for their positive behaviour choices with Golden Time.

Each half term children will sign up for an activity which then takes place every Friday for half an hour across the whole school. Children can choose from a range of fun activities.

At Stannington Infant School if a child is unable to follow one of our school rules we use a "reminder, that's twice and time out" approach. If this continues and a child has to be taken to a member of SLT they will lose 5 minutes of Golden time (unless agreed that a personalised approach is needed for a child to earn their own Golden time). The children are then given that time to reflect on their behaviour choices before joining in with Golden Time.

Strategies to achieve these:- Promoting a school culture of positive behaviour

Relationships

Staff model good relationships between each other and explicitly teach children the value of positive relationships. Staff build positive relationships with the children based on trust and fairness. Staff build positive relationships with parents and carers based on mutual respect and understanding. Behaviour choices are separated from the child; a child will never be told they are 'naughty'

Zones of regulation

Children are taught to identify different emotions and understand how these can impact upon our behaviour choices. This work helps to frame dialogue between teachers and pupils and begins to teach pupils self-regulation approaches. The **Zones of Regulation** is a structured approach that helps children understand and manage their emotions, behaviour, and sensory needs. It categorises emotions into four colour-coded zones to support self-regulation and emotional awareness.

- **Blue Zone** – Feeling tired, sad, sick, or low energy.
- **Green Zone** – Feeling calm, happy, focused, and ready to learn.
- **Yellow Zone** – Feeling excited, anxious, frustrated, or slightly out of control.
- **Red Zone** – Feeling overwhelmed, angry, terrified, or out of control.

We use the Zones of Regulation across the school to help children:

- Recognise their emotions and identify which zone they are in.
- Develop strategies to self-regulate and move towards the **Green Zone**, where they are ready to learn.
- Understand that all emotions are normal and that different zones are part of everyday life.
- Learn and practise calming strategies such as deep breathing, movement breaks, or talking to an adult. Children are taught about the Zones through class discussions, visual prompts, and emotional check-ins throughout the day. Staff support pupils by modelling self-regulation strategies and creating a safe environment where children feel confident discussing their emotions. By embedding the **Zones of Regulation** in our behaviour policy, we encourage positive mental well-being, emotional literacy, and a supportive learning environment for all children.

A Trauma Informed School

We follow **Trauma Informed Schools UK** (TISUK) practices to create a safe, nurturing environment where all children can thrive. We recognise that some pupils may have experienced adverse childhood experiences (ACEs) or trauma, which can affect their emotions, behaviour, and ability to learn. Our trauma-informed approach ensures that these children feel supported, understood, and valued.

Our school follows the core principles of TISUK, which include:

- **Creating Safe and Trusting Relationships** – Staff build strong, positive relationships with pupils, ensuring they feel safe and secure at school.
- **Emotional Regulation and Support** – We help children understand and manage their emotions through co-regulation, calming strategies, and personalised support.
- **Understanding Behaviour as Communication** – Instead of viewing behaviour as a challenge to be punished, we see it as a form of communication, helping us to identify underlying needs.
- **Restorative Approaches** – When conflict occurs, we use restorative conversations rather than punitive measures to repair relationships and build emotional resilience.
- **Empathy and Compassion** – All staff approach children with kindness, validating their feelings while teaching them appropriate ways to express emotions.

How We Implement Trauma-Informed Practices

- **Emotionally Available Adults (EAAs)** – Staff are trained to offer support to children who may need time, space, and guidance to process their emotions.
- **Regulation Areas** – Calm spaces are available for children who need to reset before re-joining learning activities.
- **Whole-School Language and Approach** – Staff use consistent, nurturing language to help children feel safe and understood.

W – What I Saw: Describe observable behaviour. **I** – Impact: Explain how it affects safety/learning.

N – Need: State what the child needs in the moment. **E** – Empathy: Acknowledge the child's feelings.

- **Ongoing Training and Support** – All staff receive training in trauma-informed practices to ensure a consistent approach across the school. By embedding TISUK principles into our behaviour policy, we ensure that all children, especially those with difficult life experiences, receive the emotional and relational support they need to succeed.

Calming Down Strategies

Each class is taught a range of calming down strategies so that children develop a 'tool box' of coping mechanisms. Our Healthy Minds champions have also created a series of videos that are shared with all pupils.

PSHE

Each class has regular PSHE sessions, we use the Jigsaw Scheme of Work as a basis of our planning. Themes include Being Me in My world; Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. This is a mindful approach to PSHE and children are explicitly taught techniques to regulate emotion and build emotional resilience through the 'calm me' section in each session.

Effective Routines

Children are taught the expected routines for the following:- Entry into the classroom / taking the register / transition between tasks / completion of work / permission to leave the classroom / close of session / exit from class.

Good manners

We expect children to be polite and respectful towards others. Reinforcement of manners happen throughout the school day, in assemblies, at lunchtime, playtimes, moving around school, welcoming visitors etc.

Giving children a voice and a role in school

Through class and school council, Eco school team, through opportunities to be positive role models (playground friends, responsibilities e.g. cloakroom helper, office monitor)

Worry boxes

Each KS1 class has a worry box/ worry monster and sheets for children to express concerns. Staff are then able to proactively respond to worries.

Physical environment

Pride in the physical environment is developed as a result of high quality resources and materials. Children's work is valued and presented in displays that are of high quality, well maintained and changed regularly.

Playground

Children are explicitly taught the expectations on the playground. If necessary children are supported by adults to ensure positive social interactions. We support children's independence to manage behaviour by teaching them to say "Stop that I don't like it"

Promoting the intrinsic benefits of good behaviour

Through assemblies and PSHE which teach children the benefits of behaving well. Our weekly Wise Behaviour reward for ongoing or significantly improved behaviour shows the children we value good behaviour choices.

Reinforcing good behaviour with extrinsic rewards

In school we use a variety of rewards

- 3A's – Acknowledge, Approval and Affirmation.
- Adult praise - smiling, thumbs up, positive verbal response related directly to the behaviour being praised e.g. you walked across the hall very safely, you were very kind when you shared the equipment etc. Positive comments in class / to parents.
- Green tickets, stickers or certificates. Postcards home.
- Dojo Points to work towards an individual or class reward.
- 'Wise Behaviours certificate and sticker awarded to one child per class each week in assembly. This recognises the ongoing or improved behaviour choices of pupils.
- Responsibilities.
- School Council reward children for home learning
- Golden Time

Addressing Behaviour – A Restorative Approach

All adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school. During learning time children are reminded about the expectations for behaviour. If they do not follow these, they are given a reminder. Staff will give a second reminder using the terminology 'that's twice'. If the behaviour continues, this will be addressed through a restorative conversation

WINE (I wonder, I imagine, I notice, empathy)

- I wonder if... (e.g. you could tell me what happened).
- I imagine... (e.g. that made you feel happy, sad, excited etc).
- That sounds... (e.g. terrible, no wonder you are upset, amazing no wonder you feel so proud). (empathy)
- Will you help me understand x?... (e.g. how that made you feel when that happened to you, how that made you feel to react the way you did).
- This is what I understand from what you have said...(repeat back, ask am I right?).
- Resonate with the child...(I can see that made you feel angry/sad/etc., I wonder how X was feeling at that time too).
- I wonder what you could do if it happens again...(encourage positive strategies, model expected behaviour and/or what you would do).
- I'm really proud that... (e.g. you had the courage to let me know that).

End on a positive however small.

Any aggressive or violent behaviour results in a child having a restorative conversation with their teacher. If poor behaviour continues after the conversation, they will see the Assistant Headteacher, Head of School then Executive Headteacher. Staff meet regularly to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parent/carer.

Unacceptable behaviour

This is a general guide and the context of situations must be considered

<u>Low level</u>	<u>Mid level</u>	<u>Severe level</u>
Behaviour that hinders learning (own or others) eg not listening, not following a simple instruction	Disrespectful behaviour (to staff, visitors or pupils) Refusal to comply with instruction (by a member of staff or visitor)	Inappropriate language (any language offensive to any particular group including swearing) Aggressive behaviour (verbal or physical) Deliberate damage to property (schools, own or others)

Stages of consequence

When children do not make appropriate behaviour choices the following stages will be applied.

- **REMINDER**

My teacher will **remind me about what is expected.**

This might be by using a quiet sign or asking me to move to a different place.

- **"That's twice"**

My teacher will talk to me about my **behaviour choices** and explain what I need to improve.

I will have a short period (1, 2 or 5 minutes) of **'time out'** using a sand timer.

- **REFLECTION**

Reflection Time:- My teacher will help me to reflect and put in place logical consequences.

I might have **time away** from class with the Executive Head Teacher or Head of School. My parent/s may be told about my behaviour choices.

Reflection sheets will be added to CPOMS and will be analysed regularly so that any patterns of behaviour can be identified and acted upon.

Communication with parents

Staff will inform parents if a child has required time out for reflection. Discussions may also take place with parents when children are being repeatedly supported with behaviour choices. Prior to introducing a report card or support plan parents will be communicated with.

The policy will be available on the website at all times and behaviour approaches will be communicated via newsletters etc.

- Yellow Report Card.
This individualised approach may be used If a child is repeatedly requiring intervention from the class teacher or school leadership team. Also here there is a bullying incident, violence or significant refusal to cooperate. A standard letter will be sent to parents informing them of the decision to use a yellow report card and asking for a meeting with the class teacher, parent and pupil (Head to be informed) Targets, rewards and sanctions will be identified and agreed. The report card will be used for a period of 1 to 2 weeks.
- Red Report card
As for Yellow Report Card. At this stage the option of external support will be discussed. If necessary a behaviour support plan will be written. Internal seclusion may be used – learning away from the class setting.
- Outside Agency involvement (FIS/ Healthy Minds / Social Communication Team)
- Possibility of being temporarily suspended or permanently excluded from school

One Page Profiles

For some children a more bespoke approach to their needs is required to ensure consistency of response and employment of successful strategies. In this instance staff will complete a 1 page profile.

A one-page profile captures all the important information about a person on a single sheet of paper. It can help them get more person-centred care and support to succeed.

Behaviour Support Plans

Some children will experience emotional and behavioural difficulties. These children will need additional support to make appropriate behaviour choices. In such cases a Behaviour support plan or an addition to an SEN support plan will be written for an individual child. This will incorporate strategies to employ to help the child make different behaviour choices.

The plan will incorporate any advice offered by outside agencies (FIS/ Healthy Minds / Social Communication Team) should they be involved. By doing this, we ensure that every child has an equal opportunity. Behaviour support plans will be shared with parents.

Positive Handling

Positive handling is when an adult uses reasonable force to prevent a child from moving or to move a child. Use of positive handling is rare. The vast majority of children go through their whole school careers without the need for positive handling.

Schools have a duty of care to all their children. DfE guidance on using reasonable force states that this means that positive handling can be used to:

- Prevent a child from hurting themselves or others.
- Prevent a child from disrupting a school event, trip or visit.
- Prevent a child from running away.
- Prevent a child from damaging property.
- Prevent a child from causing disorder.

Any positive handling must be reasonable and proportionate and necessary.

Despite schools having the legal powers to use force in this way, staff will always endeavour to deescalate situations and only use force when no other option is appropriate.

The decision whether or not to physically intervene is down to the professional judgement of the staff member(s) concerned and always depends on the individual circumstances.

Lawful use of these powers is a defence to any legal action

Schools do not require parental consent to use positive handling. However, whenever positive handling is used, the parents will be informed. Also, where a child is believed to be at high risk of needing positive handling, a positive behaviour plan will be written in case positive handling is needed. This will be written in partnership with parents.

The power to physically intervene applies to any member of our school staff. Not all staff are trained but if, for example, on a school trip, a child was about to put themselves in physical harm, it may be in the child's best interests to physically intervene (e.g. prevent a young child running into the road). The head teacher will ensure that the level of staff training (e.g. Team Teach training) is appropriate for the level of need in our school.

At an appropriate time, soon after the incident, a child who has needed positive handling will have opportunity to discuss their actions and their feelings about the event with a member of staff. This discussion is a chance to check on the child's wellbeing and to help them to reflect on the event.

Written records of all incidents of positive handling will be made on the day, or as soon as is reasonably practicable, using CPOMS software and tagged as 'Positive Handling Intervention'.

This will include:

- Reason(s) for use of positive handling.
- Member(s) of staff using positive handling.
- Names of any adults (and children or classes) who witnessed the positive handling.
- Description and approximate duration of positive handling used.
- Location(s) of incident.
- When/how parents were informed.
- Any reflection and consequences for the child (this is important to help reduce the use of positive handling over time). Also, any post-incident reflection with staff (e.g. 'I seemed to calm quicker once in the hall than when we previously moved other children out of class).

The role of parents

Parents play a vital role in the education and care of their children. They can assist in combating any inappropriate behaviour in a number of ways, including: -

- Taking time to find out about the behaviour systems in the school and asking for clarification on any points required
- Stressing to their children the importance of appropriate sociable behaviour.
- Actively endorsing and supporting the School's Behaviour Policy.
- In the event that sanctions are applied, due to inappropriate behaviour of their child, supporting the sanctions and making clear this behaviour is unacceptable.

Appendix 1

Reflection Sheet

Child's Name	Class	Date	Adult
W – What I Saw: Describe observable behavior <i>I wonder if...</i> (e.g. you could tell me what happened).	I – Impact: Explain how it affects safety/learning. <i>I imagine...</i> (e.g. that made you /them feel happy, sad, excited etc).	N – Need: State what the child needs in the <u>moment</u> . <i>Will you help me understand x?</i> (e.g. how that made you feel when that happened to you, how that made you feel to react the way you did). <i>Resonate with the child...</i> <i>I can see that made you feel angry/sad/etc., I wonder how X was feeling at that time too).</i>	E – Empathy: Acknowledge the child's feelings. <i>That sounds...</i> (e.g. terrible, no wonder you are upset, amazing no wonder you feel so proud). (empathy) <i>Resonate with the child...</i> <i>(I can see that made you feel angry/sad/etc., I wonder how X was feeling at that time too).</i>
Logical consequences <i>What do you think should happen now?</i> <i>I wonder what you could do if it happens again...</i> (encourage positive strategies, model expected behaviour and/or what you would do).			
End on a positive however small. <i>I'm really proud that...</i> (e.g. you had the courage to let me know that).			

shouted at someone	broke something	threw something	hurt someone's body	hurt someone's feelings	worried	scared	silly	embarrassed	nervous
walked off	?			rude to someone	fidgety	What were you thinking or feeling?			fizzy
tore my work	What happened?			left the classroom	confused				out of control
scribbled on my work	hurt my teacher			something else	excited	angry	sad	mad	something else
me	my friend	a group of people	my teacher	my family	sad	sorry	embarrassed	scared	unsure
a visitor	Who has been affected?			my mum	tired	? what are you thinking or feeling now?			calm
				my dad	ok				fizzy
				someone else	worried			I need some time	something else