

# Harnham Infant School

## Relationships and Behaviour Policy



**Reviewed by Full Governing Body:** Awaiting Governor adoption

**Signed on behalf of Governors:**

**Signed on behalf of Staff:** 

**Review date: September 2024**

## Relationships and Behaviour Policy

This Relationships and Behaviour Policy operates in conjunction with:

Safeguarding and Child Protection Policy  
Special Educational Needs and Disabilities Policy  
Staff Behaviour Policy  
Anti-bullying Policy  
Equal Opportunities Policy  
Attendance Policy  
Positive Handling Policy  
Parent Code of Conduct  
Staff Behaviour Policy

### **Policy Statement**

At Harnham Infant School, we are invested in supporting the very best relational health between:

- Pupils and adults in school
- Peers
- Parents / carers and school
- Parents / carers and staff
- School staff
- School staff and senior leaders
- School staff and external agencies
- School and the wider community

We aim to support the children at Harnham Infant School to know how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school. Every member of staff is responsible for always promoting positive relationships and behaviour and supporting every child at any time that it is needed. Therefore, every member of staff is expected to consistently apply the relational approaches, expectations and principles contained in this policy.

We believe that the adult-child relationship is vital when developing the child's social and emotional skills, which are essential for life and learning. We strive to demonstrate a relational approach to support social and emotional development and behaviour based on the following principles:

- We are committed to developing each individual to ensure that every child is a happy, successful learner who always aims to do the best they can.
- We understand that behaviour communicates unmet needs and we can separate the child from their behaviour.
- We understand that each developmental stage has a range of typical behaviours, which provides opportunities for adults to role-model and explicitly teach appropriate and expected behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage children in our setting to become accountable for their actions and realise the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We always keep in mind that we are the adults and the children are still growing, learning and developing.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.
- We always strive to improve our practice and work in partnership with other professionals, parents and carers to implement dynamic approaches to support staff, learners and families.

## Policy Aims

This Relationships and Behaviour Policy aims to:

- Share the approach the school takes to promote good behaviour and positive relationships, ensuring that the children are in a calm, safe and supportive environment.
- Share how the school community is committed to promoting and supporting positive behaviour and relationships across the school.
- Provide guidance to all staff in their role of supporting positive relationships and behaviour.
- Provide information to parents, carers and the wider school community about how relationships and behaviour are nurtured and developed in our school.
- Provide information on what support and training opportunities are on offer for staff, parents and carers.

## Whole-school community approach to supporting pupils

We have a whole-school approach to promoting positive relationships and behaviour across our school, following our three school expectations:

- **Be ready**
- **Be respectful**
- **Be safe**

The Harnham Infant School's vision, ethos and values remain at the heart of everything we do. We aim to promote inclusion and ensure that everyone feels safe at all times. In addition to our values – kindness, independence, respect, resilience, creativity and active, we have a culture of well-being across the school and implement Thrive – a whole-school trauma-informed approach to improving mental health and well being of children.

Harnham Infant School embeds Thrive into our curriculum where all children are taught to:

- Recognise and verbalise a range of feelings and emotions
- Develop their stress-regulation systems
- Built their emotional resilience so they can effectively manage stress
- Keep themselves safe
- Develop healthy coping strategies and regulation skills

All Harnham Infant School staff are committed to supporting and promoting positive behaviours and healthy relationships. All staff will:

- Take the time to recognise and record positive behaviours and attitudes and reward success.
- Try to catch children doing the right thing and acknowledge and enhance this.
- Engage in establishing a class charter at the start of a new academic year so that the expected behaviours are set out for children. These will be revisited regularly with the class and link to our Thrive culture as well as our commitment to being a Rights Respecting School.
- Focus on the values, rights and responsibilities of the school when establishing boundaries with children.
- Remind children that their actions and words impact on others and that they have a responsibility to safeguard others' rights.
- Seek both resolution and learning when dealing with incidents.
- Consider how, as staff, our actions and words help and give children time and space to resolve the situation.
- Keep in mind that children benefit from a clear structure (containment) within which to learn
- Only use sanctions as a form of appropriate, proportionate and positive intervention.
- Keep in mind that any sanctions used are designed to resolve rather than escalate a situation while preserving the dignity of all involved.
- Keep in mind that sanctions must be applied compassionately in a fair and consistent way.

Alongside the above, we also use the stance of PACE and the communication skills of the Vital Relational Functions (VRFs) to support children and young people. All staff have received training on this through the Thrive approach, which is returned to regularly at Professional Development Meetings.

PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills. PACE stands for:

- Playfulness – sensitive and appropriate playfulness helps the child feel safe and promotes positivity
  - Acceptance – unconditionally accepting the child makes them feel safe, secure and loved
  - Curiosity – genuine and non-judgemental interest in the child helps them become aware of their inner life
  - Empathy – demonstrating compassion for the child and their feelings supports the child's sense of self-worth
- The VRFs represent the key techniques that we consciously apply in relationship.

The VRFs include:

- Attunement – matching the energy of the child with non-verbal, prosodic, energetic and behavioural communication
- Validation – acknowledging the validity of the child's feelings and experiences
- Containment – predictability, routine and experiencing safety and security, both relationally and environmentally
- Regulation – transforms what was too much to bear alone into an experience that can be tolerated together.

### **Positive Rewards**

Positive rewards and incentives are in place to support and promote positive relationships and behaviour. To promote intrinsic motivation, rewards are given for the process of learning (behaviours for learning) rather than the output or outcome of an activity. The aim of this is to enhance their behaviours for learning and these should be used consistently by all staff across the school. Rewards include:

- Verbal comments from staff members
- Stickers
- Earning individual Dojo Points, which also contribute to a collective amount of class points. At each 1000 point milestone, the class discuss and vote for a whole class reward e.g. pyjama day, additional playtime, cooking, board games etc.
- Certificate given out in Celebration Assembly, where parents are invited to celebrate with their child and then the child hangs their work / photograph / certificate on the Celebration tree in the main foyer for the week.
- Visiting a member of the Senior Leadership Team to receive a special sticker and share work.
- Displays of achievements and 'expert' squares in each classroom.
- Golden Postcards being sent home from the Headteacher
- Subject specific rewards – such as Scientist of the Week and Sports Award

### **Sanctions / Consequences**

Harnham Infant School staff work hard to know and understand every child as an individual. Therefore, they are always alert to changes in disposition and behaviours that may indicate they are starting to become unsettled. At this point, staff will intervene, continuing to use the PACE approach listed above, in order to avoid any further escalation. This might take the form of using humour, offering choices, having a conversation with a staff member, relaxation techniques, a sensory break or being given a special job to do (distraction and deflection).

The sanctions and consequences that we use are designed to support the child to be accountable for their actions or words, encouraging them to develop skills to change their behaviour, rather than to punish. They will not involve ridicule, promote private or public humiliation, undermine a child's self-confidence, nor deny a child access to a particular part of the school curriculum.

When an incident occurs, we understand this will cause a rupture in relationships and we seek to repair this rupture. We describe this behaviour as 'dysregulated' or 'distressed' rather than 'challenging' because we understand that the behaviour is communicating a level of need within the child.

Therefore, the steps that we will use, where needed are:

Step	Example behaviours	Adult response and strategies	Next steps	Follow Up
1	<p>Low-level classroom behaviours where the pupil is not ready to learn. E.g. talking over others, distracting from learning, talking or turning round during transition or lining up.</p> <p>These behaviours could happen at other times of the school day e.g. at break or lunch time, when moving around school, during assembly.</p>	<p>Praise the behaviours that you want to see.</p> <p>Use non-verbal visual prompts as a reminder where possible.</p> <p>Adult makes the child aware of their behaviour and reminds them of the expectations. This should take place on a 1:1 level.</p>	<p>Conversation between the adult and child.</p> <p>Directed, purposeful praise and encouragement.</p> <p>Regular check ins with an adult.</p> <p>Direct the child to an alternative activity / place if needed.</p> <p>The child may offer an apology as a result of the discussion to peers and adults.</p>	<p>Praise and thank the child for showing positive learning behaviours.</p> <p>If a situation has been managed by an adult other than the class teacher, a verbal handover will take place to the class teacher, where possible not in front of the child.</p>
2	<p>Low level classroom behaviours have continued over a prolonged time.</p> <p>The child has been disrespectful to adults or children and/or has caused disruption to others' learning.</p>	<p>Adult speaks to the child on 1:1 level. Use 'I wonder, I notice, I imagine' to engage the child in discussing behaviours, where appropriate.</p> <p>The child may need a sensory break to allow space to calm, refocus or reflect.</p> <p>Calmly remind the behaviours that are expected and redirect the child to make appropriate choices.</p> <p>Outline the consequence if the behaviour should continue.</p>	<p>If the child has distracted others, a brief restorative conversation may be held.</p> <p>If there is an important piece of work that has been missed / not completed, give the child an alternative time or arrangement to do this. E.g. during read and feed or during independent learning time.</p>	<p>Praise and thank the child for showing positive learning behaviours.</p> <p>Allow fresh starts after consequences.</p> <p>If a situation has been managed by an adult other than the class teacher, a verbal handover will take place to the class teacher.</p>
3	<p>Repeated disruption to learning and continued breach of expectations.</p> <p>Repeated intentional choices e.g. not being ready, safe or respectful.</p> <p>Repeatedly being disrespectful at social time, being unsafe with equipment or being disrespectful towards staff.</p>	<p>The child may need a sensory break to allow space to calm. If needed, move to a safe space to regulate emotions.</p> <p>Outline the primary breach of the school expectations and that there will need to be a consequence.</p> <p>Allow time to reflect on this where appropriate.</p>	<p>A brief restoration conversation should be held between the pupil/s and/or adults.</p> <p>"Time in" while child has restorative conversation with an adult e.g. stay with adult for a couple of minutes until calm and ready to return to what they were doing. This can be in the classroom or on playground depending on time of day.</p>	<p>Follow up conversation to revisit the expectations.</p> <p>Make clear that if the behaviour continues, then child may be referred to a member of SLT and parents will be informed.</p> <p>If a situation has been managed by an adult other than the class teacher, a</p>

				verbal handover will take place to the class teacher.
4	<p>Significant breaches of school expectations (ready, safe and respectful) such as:</p> <ul style="list-style-type: none"> <li>- Physical / Verbal abuse towards peers and adults</li> <li>- Swearing</li> <li>- Serious class disruption</li> <li>- Damage to property</li> <li>- Absconding from where they are meant to be</li> <li>- Threatening behaviour towards adults or peers.</li> <li>- Bringing property to school that is not safe, required or provides a distraction e.g. mobile phone.</li> </ul>	<p>Support the child to regulate first using the 'WIN' approach, sensory breaks etc.</p> <p>Adults are needed to teach and support a child to manage their emotions and help them improve attitudes to learning.</p>	<p>A verbal restorative conversation should be held between the pupil/s and/or adults. The focus should be on restoring relationships.</p> <p>Agree an appropriate way to repair e.g. tidy up disruption, repair to damage caused, an apology picture / card, completed work, behaviour agreements.</p> <p>Support from SLT to be requested at this stage if required. It may be appropriate to have a brief period of internal exclusion to allow space to be ready to repair.</p> <p>Adults to use discretion to confiscate a pupil's property where reasonable to do so. Items will be kept safe and handed to parents at the end of the school day.</p>	<p>Frequent check ins with an adult afterwards. Praise good choices.</p> <p>Parents / carers need to be informed by telephone, email or conversation where appropriate ensuring not to create feelings of shame.</p> <p>The incident will need to be recorded on CPOMS as "Behaviour Related Log" and sent to all relevant parties e.g. class teacher, SENDCo, Headteacher etc.</p> <p>If the child is taken to SLT, a member of SLT will complete a Restorative Conversation slip with the child and upload this to the CPOMS entry.</p>
5	<p>Continued breach of the school rules where the child is not ready, safe or respectful.</p> <p>This may include major physical or verbal abuse towards peers or adults. Major damage to property. Incidents of bullying. Inappropriate use of technology.</p>	<p>Adults will need to plan for behaviour and make reasonable adjustments to ensure the pupil is well supported to make appropriate choices.</p> <p>If a child finds it challenging to improve their behaviours and make appropriate choices, the school will collaborate with parents (and outside agencies if necessary) to formally discuss the behaviour with the child.</p>	<p>A formal and collaborative discussion between the child, school and the family. A decision will be made about what additional support is required (e.g. Lunch club, Thrive, additional emotional support). The extent of the support should be subjective depending on the individual child.</p> <p>This could lead to:</p> <ul style="list-style-type: none"> <li>- An individual strategies plan (de-escalation plan)</li> <li>- A Pastoral Support Programme e.g. Thrive / Relax Kids / ELSA where needed.</li> <li>- PSA involvement</li> <li>- Referral to an external agency.</li> </ul>	<p>SLT will be involved in a formal discussion.</p> <p>Review outcomes of formal discussion after a week, then further reviews as required.</p> <p>This will be recorded on CPOMS, along with notes of the discussion / meeting.</p> <p>Any support in place will be formally documented and shared with parents / carers.</p>

			A consequence for the incident(s) will be agreed. This could be replacement of damaged property, loss of break/lunch time, supported play, a follow up restorative conversation.	
Any sustained or significant breach of the school rules where safety of the child, other children or adults has been compromised, and all of the previous steps have been followed and support put in place, may result in a period of suspension or exclusion, a possible part-time timetable or alternative provision. These will be in accordance with guidance from the Local Authority. Please see the separate policies in relation to this.				

### Children with Special Educational Needs

The school expectations to be ready, be safe and be respectful are expected to be known and understood by the majority of children. As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times.

Some children may need support and provision that is additional to, or different from, the other children. Some children may not comprehend the expectations and structures of the school and are unable to meet expectations without additional support.

Children may:

- Have targets for improved behaviour on their Individual Support Plans.
- Have an Individual Strategies Plan / Positive Handling Plan (which should be known by all key staff) which are regularly reviewed and updated.
- Meetings will take place regularly between parents/carers, school staff and relevant outside agencies, in line with the school policy for Special Educational Needs and Disabilities.

### Partnership with Parents / Carers

At our school, we work as a team alongside parents and carers to support the children in our setting as they grow and develop socially and emotionally. We actively promote a partnership with parent and other agencies, where appropriate.

We believe that clear and open communication is key to ensuring that we all work together as a team to meet the needs of the children. We make sure parents are supported to understand and help children to be accountable for their actions. We encourage praise for the positives and developing skills to change unacceptable behaviour rather than to punish the actions taken by the child.

Our school is committed to support parents, carers and families with relationships and behaviour. We aim to do this by:

- Encouraging parents and carers to inform the school if they have any concerns regarding their, or another child's behaviour.
- Discussing any behaviour concerns we may have with the parents or carers.
- Keeping parents and carers well-informed regarding where they can seek support through the school website, newsletters, use of the school's online learning platform 'Seesaw' and through conversations with members of staff who are accessible in person, on the telephone or by email.
- Having our Parent Support Advisor (PSA) available to offer support to parents. This can be telephone calls, meeting at school or offering home visits too.
- Hosting parent and carer coffee and chat sessions.
- Holding parent information sessions to offer strategies to support and promote understanding and managing of children's big feelings at home.
- Signposting parents to relevant blogs, articles and podcasts that may support children's wellbeing at home.
- Where appropriate, completing Thrive home action plans for parents to support the child at home.

## Supporting Staff

At Harnham Infant School, we provide high-quality training and a commitment to ongoing continual professional development for staff in relation to relationships and behaviour to support the school's implementation of the culture of wellbeing, where everyone's social, emotional and mental health can be supported.

All staff will be given training so that they:

- Understand how to promote good mental health and wellbeing
- Know how to recognise warning signs of poor mental health
- Understand what children's mental health needs are
- Have a clear process and know what to do if they identify a child in need of support

The School SENDCo, Mrs Pike, has attended Thrive Leading Emotionally Healthy Schools and Senior Mental Health Leader (SMHL) training, which is DfE quality assured. All staff are provided with ongoing support and training which includes the following:

- Regular CPD from the Behaviour Support Team e.g. Creating Calmer Classrooms
- Access to the Behaviour Support Teacher allocated to our school, Becca Lock. This may be part of an SEN Solution Surgery or through observational visits or teams meetings.
- Training from Emotional Wellbeing Specialist, Kate Drennan about Relax Kids techniques.
- Professional Development Meetings containing updates about Thrive, including completed the whole class profiling tools and setting class targets and action plans.
- Opportunities to discuss individual or group needs with the SENDCo and wider school team.

We recognise that dealing with a child who may exhibit distressing or dysregulated behaviour can be upsetting, so in our school, we ensure that support is available to staff where this is needed. This might be needing a change of adult to take over the situation or taking some time out following an incident and creating an opportunity for relationships to be repaired too.

## Roles and Responsibilities

All staff in our school are responsible for:

- Promoting positive relationships and behaviour
- Role-modelling positive relationships and behaviour
- Supporting children who may be displaying distressed or dysregulated behaviours

There are some key adults who have the responsibility for overseeing and managing behaviour within school.

Name	Role	Contact
Elizabeth Jennings	Safeguarding governor	<a href="mailto:ejennings@harnham-inf.wilts.sch.uk">ejennings@harnham-inf.wilts.sch.uk</a>
Natasha Dorrington	Headteacher / DSL	<a href="mailto:head@harnham-inf.wilts.sch.uk">head@harnham-inf.wilts.sch.uk</a>
Laura Pike	Deputy Headteacher / DDSL / SENDCo / Mental Health Lead	<a href="mailto:lpike@harnham-inf.wilts.sch.uk">lpike@harnham-inf.wilts.sch.uk</a>
Chris Lister	Parent Support Advisor	<a href="mailto:psa@harnham-inf.wilts.sch.uk">psa@harnham-inf.wilts.sch.uk</a>



Lorraine Batchelor	Licensed Thrive Practitioner	<a href="mailto:lbatchelor@harnham-inf.wilts.sch.uk">lbatchelor@harnham-inf.wilts.sch.uk</a>
Jess Dominy	ELSA	<a href="mailto:jdominy@harnham-inf.wilts.sch.uk">jdominy@harnham-inf.wilts.sch.uk</a>

Harnham Infant School may use other professionals to draw upon their expertise, make referrals or carry out further assessments. This list of professionals includes the following:

- Educational Psychologist
- Speech and Language Therapist
- Behaviour Support Service
- Mental Health Support Team
- Relax Kids Emotional Wellbeing Coach
- CAMHS

**Monitoring and Evaluating**

This policy will be monitored by the Senior Leadership Team and the Governing Body and will be reviewed annually (or more frequently if needed) to ensure that it remains relevant and at the heart of the schools’ values and ethos.