

Behaviour Policy (Relational Response Policy) for

Carterhatch



Infant School

Adopted by Governing Body	Oct 25
Review due	Oct 26

Our Core Values

Kindness - making our world a happier place

Resilience - helping us to stay strong

Perseverance - keep trying

Be brave and challenge yourself - because you can

The best start in life for all our children - no excuses, no compromise

Our Policy for Positive Relational Response

Introduction

The expectations of the way we respond towards one another is underpinned by our core values above.

Our aim is that our values are promoted and used consistently by all members of the Carterhatch community.

This policy is to ensure that all staff understand the responses that we use to secure outstanding communication and that our Carterhatch community is emotionally aware. The policy is shared with all staff and is shared as part of induction when new staff join the school.

Rewards, Incentives and Recognition

Incentives and rewards operate on an individual basis, as well as on a whole class basis. If children are working well and being active members of the Carterhatch Community, they will be rewarded with:

- A smile, recognition and positive praise from both adults and their friends so that they feel pleased about themselves.
- Opportunities for them to share their success with someone else e.g children, staff and parents.
- Parents spoken to at the end of the day or a phone call home.
- A certificate linked to our 'Learning Friends', this will be given in class or in assembly.
- Class reward systems.
- Individual responsibilities/jobs.

Behaviour Communicated

At times, some children may demonstrate communication responses that do not reflect our school values. This is a part of all children's development where they are learning to understand what the boundaries are. Communication can also be affected by a number of social, emotional, mental health and physical, factors - or a combination of all four.

Challenging behaviours could include:

- Calling out and continuously disrupting teaching and learning.
- Physically hurting others.
- Hurting another person's feelings by being unkind or name calling.
- Persistently being unkind and/or hurtful to intentionally making someone upset.
- Racist, sexist, homophobic or any other discriminatory comments.
- Bullying, including the improper use of social media.
- Spitting
- Inappropriate language and swearing.
- Answering back and rudeness.
- Stealing
- Damaging property

Record Keeping

These incidents are logged by staff on our school safeguard system under the incidents tab. The Senior Leadership Team (SLT) are alerted when a behaviour incident has been logged on the system. SLT use this system to communicate with staff, monitor patterns of behaviour and next steps.

Some children may require additional support through a personalised 'Communication Support Plan'. These are agreed and written in collaboration with families.

Staff Record Keeping

Keeping a record of incidents ensure that the date is recorded, and a simple description given. Encourage the child to say it in their words, if possible, and record it on arbor. This will help to explain behaviour to parents, if needed at a later date. Assign it to another member of staff if you feel a follow up intervention is needed or you need to flag this up with someone else e.g. making the class teacher aware, needing SENDCo, year group leads or SLT involvement. Whoever has been assigned the incident needs to comment and use the resolve tab when the incident has been resolved.

Please also record any follow up, investigations, speaking to other children, informing class teachers etc. It may be necessary to record the names of other children involved as there may be a pattern in the behaviour that needs more

investigation. You can use initials for this. If children have needed our safe space room (Zebra Room), record on safeguard the amount of time they spend in the room on each occasion they attend.

Please note that any safeguarding/child protection issues are to be reported on our safeguard system.

Bullying

At Carterhatch Infants we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate all incidents, we do everything in our power to ensure children feel safe at school and have good relationships with staff, so they feel comfortable talking to them if they are upset or worried about something. Our school values, PSHCE curriculum and general ethos ensures children understand the importance of being 'kind to others'. We also support children with the language and approaches to use if someone is doing something that they do not like. However, if these approaches do not work, we encourage the children to talk to a member of staff so they can intervene and support. When appropriate, staff can use our 'reflection book' approach to discuss incidents with children. This approach supports children's understanding of the incident and how it has impacted on others. **Our 'Anti-Bullying Policy' is on our school website for parents/carers and located on our school safeguard system for staff to refer to.**

Racist Incidents

Any racist incidents need to be recorded on a racial incident form, located in blue boxes around the school. Incidents are investigated and logged by SLT. SLT will upload the racial form on our arbor system once the incident has been fully investigated. Parents of all children involved are informed. Governors are updated on a termly basis through the headteachers report.

Our 'Racial Equality' policy is on our school website for parents/carers and located on our school safeguard system for staff to refer to.

Parent Support

If you have concerns about behaviour in school, please speak to the class teacher first as they know the children the best, and are better informed on how to deal with a situation or conflict between children in their class. If you feel that the problem has not been resolved, then ask to meet the year group leader. If you are still not satisfied and feel that an issue has not been addressed, you can arrange a meeting with the headteacher.

Year Group Leads

Nursery Lead - Jo Jenkins

Reception Lead - Ruth Richards

Year 1 Lead (Assistant Headteacher) - Adam Porter
Year 2 Lead (Assistant Headteacher) - Sonia Furneaux
Headteacher - Sarah Clements

Children's conduct outside the school gates - teachers' powers

What the law allows:

- Teachers have the power to discipline children for inappropriate behaviour outside of the school premises "to such an extent as is reasonable".

Teachers may challenge inappropriate behaviour when the child is:

- Taking part in any school-organised or school-related activity.
- Travelling to and from school.
- Is, in some way, identifiable as a child at the school.

Or inappropriate behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child or member of the public.
- Could adversely affect the reputation of the school, including misuse of social media.

In all cases the teacher can only discipline the child on school premises or elsewhere when the child is under the lawful control of the staff member.

Relational Response Method

When focussing on challenging behaviours we have a holistic approach and believe that strategies and approaches will differ for individuals. We need to consider any trauma a child has suffered or is suffering, any needs that they have, their developmental age and their level of understanding.

We use responses outlined from the Enfield Trauma Informed Practice Service (E-Tips). We have adopted approaches from this training when dealing and reflecting with inappropriate behaviour/communication.

Training linked to 'Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools (September 2018). (APPENDIX 2)

How we reduce incidents and respond to challenging behaviour/communication.

We establish high expectations for children and outline our relational responses to their communication by:

- Striving to ensure that life at Carterhatch is happy and safe.
- Providing our children with positive and rewarding experiences e.g. trips, forest school, school events.

- Recognising the achievements of the children however big or small, academic, and personal.
- Public acknowledgement - Public acknowledgment of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase negative behaviour. However, some children may find direct praise too hard to handle and so praise should be as descriptive as possible, and you should be sensitive to the impact it may have. Perhaps let the child hear you telling someone else how well he or she has done or ask a child's permission before public praise if appropriate. Praise can be non-verbal: a smile, nod of the head, thumbs up. Expand your vocabulary for praise.
- Having an integrated whole-school attachment aware approach.
- Encouraging openness and working hard to form understanding and trusting relationships.
- Encouraging staff to become attuned to the communication needs of the children.
- Acknowledging feelings - Why is a child behaving in a certain way, what are they trying to communicate?
- Looking for triggers - Is there something that is upsetting or worrying a child that is resulting in them communicating in an inappropriate way.
- Giving children a choice where possible. This can be simply deciding which piece of work/activity they want to do first. Giving choices increases a child's sense of independence, which in turn contributes to the development of self-esteem.
- "First and Then" visuals and language. Be mindful that different services provide resources with different variations. e.g "Now and Next". However, it is about being consistent with a child on the language you are using.
- Being consistent - Children have a need for their world to be as consistent as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious.
- Be aware of yourself - When dealing with disruptive incidents, consider the following: Your position in the room, your proximity to a child, your expression, tone of voice, posture, choice of words, use of eye contact.
- We discuss and explain requests with the children to establish and maintain high expectations. For example, staff are encouraged to adopt the 'I wonder why...' on behalf of the child to better understand the reason for the communication being displayed and how to move forward from the episode.
- Showing understanding/commentating how they feel "I know you must be feeling sad that it's not your turn.....". However, we need to be mindful

that some children may find adults communication/commentating overwhelming or have sensory overload, so at times giving a child space and time may be a more effective.

- Sanctions - At no time should a child be made to feel humiliated, shamed or that they are letting the rest of the class down. We do not do this if a child struggles with academic learning and we do not do this when a child struggles with behaviour expectations. Children should not be asked to sit out in the corridor, stand against the wall or by the door as a way of them being sanctioned. If 'thinking time' is warranted, it should be in a 'thinking time' area where possible e.g. space set up in class or outside area.
- We use regulation (Thinking Time) and discussion time when a child has become dysregulated and is displaying challenging communication. This approach is also adopted when a child is **consistently** challenging expectations and needs support to make positive communications. Consequences are given based on the circumstance, the child's development age and consistency of which the circumstance or challenging communication arises. Children with more severe behaviours will have strategies/consequences on their personal support plans or/and their attachment/behaviour communication plans.
- We believe in repairing relationships after a challenging communication has occurred. This helps support the development of self-regulation and forming connections/relationships with others.
- Staff use 'Time in' and/or self-regulation time followed by a discussion, once the child is in a regulated state and is able to understand and reflect on the communication they displayed and have the opportunity to repair. This ensures the child understands their communication and how to have an alternative relational response by developing skills in self-regulation, emotional resilience and positive mental health. Our reflection book helps with this approach.
- 'Time in' is to ensure that staff have followed up on the incident and supported a child to reflect and think about consistent strategies or approaches they can use in the future. It can also be used as a way of building up a trusting relationship between a child and a member of staff and may require time to be timetabled into a child's daily routine.
- Practitioners are happy to offer support and to receive support from colleagues when required.

Nurturist Approach

All children benefit from high expectations as described in the previous section. They help children to feel safe and secure, meaning all of their focus and

attention can be directed to effective learning. However, for some of our children, difficulties in their lives mean that they are preoccupied and unable to focus all of their attention on learning. We have a skilled team of nurturing practitioners led by Rebecca Castle (SENDCO). This includes a Local Authority Nurture Group provision, in-class support for vulnerable children and an inclusion team who support our children with SEND. Our principles and practice are set out in a separate document (Nurture Policy). Some children may require additional support through personalised 'Attachment Support Plans'.

Our Safe Space (Zebra Room - In line with our gentle holding policy) See APPENDIX 1

Occasionally it is necessary to use Zebra Room to support a child to regulate in a dignified way (without the attention of other children and adults). In order to keep a child or others safe and prevent further possible harm to themselves, others or damaging property, positive handling may be used. These are technique's taught and used by staff should a child require being supported to a safer space so that they can regulate in a safe way. A positive handling form should be completed, given to SLT and uploaded onto our safeguarding system. Parents also need to be informed. SLT will arrange for somebody to share this with parents before the child goes home. (Refer to Zebra Room Risk Assessment - Appendix 4.

Our Positive Handling/Physical Intervention policy is on our safeguard system for staff to refer to. Parents can request a copy of this from the school office if needed.

Positive Attitudes for Learning Comes from Effective Teaching and Environments

We use a learning toolkit with visual props to reinforce and support understanding of what our positive attitudes to learning expectations look like, e.g. good sitting, good looking, good listening. We promote positive attitudes to learning through our Learning Friends.



Meet our Learning Friends

Kindness Kai



Perseverance Polly



Resilience Rosie



Challenge Chico

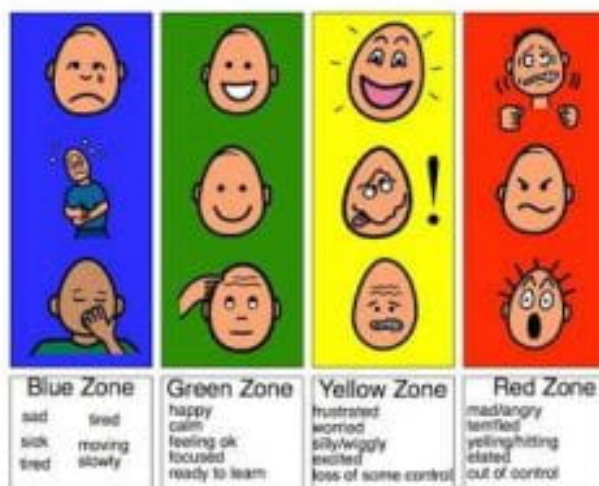


Zones of Regulation

We adopt a calm environment and teaching style so that children have opportunities to recognise and practise regulating strategies to activate the calm part of their brain, so that they feel safe and can be effective learners.

We encourage the use of the Zones of Regulation throughout the day, so children begin to identify and are able to communicate their emotional state and well-being.

The Zones of Regulation



Visual Timetables

Effective use of class and individual visual timetables help children to know what is coming next. This helps them to feel safe and secure and in a good frame of mind to learn.

Encouraging Positive Relational Responses in Partnership with Parents and Carers

Although most parents/carers are not directly involved with their children during the school day, they play a vital role in ensuring their child is able to have a successful and positive day at school. Parents need to ensure that they inform their child's teacher of any changes happening at home. We know that establishing an effective working partnership will have a more positive impact positively on relational responses, emotional well-being, and achievement.

If a parent or carer has any concerns about their child's behaviour/relational responses, they should speak to their child's class teacher who will be happy to discuss their concerns and think about how school and home can work together to support their child.

We will regularly ask parents and carers what they think about standards of behaviour/relational responses at the school and welcome feedback and suggestions on ways that things can be improved.

The Role of Governors

The governing body has the responsibility of sharing the importance of behaviour/relational response principles and expectations.

Please refer to the policy section on our website for the governors written statement and appendix 3.

The governors support the Headteacher adhering to these principles.

APPENDIX 1

Carterhatch Infant School - Specific Risk Assessment

Specific risk/hazard: Risk to children and adults in Calm Room (Zebra Room)

Benefits of using Calm Room:

- To keep themselves, other children and adults safe.
- To maintain the child's dignity
- To alleviate distress to other children
- To provide an under-stimulated and safe space to calm down in.
- To provide an area free of furniture/resources to prevent injury to self and others.

(Room to be used only when a child is displaying more severe behaviour)

How to manage:

- Ask another member of staff to check if Zebra Room is available before taking a child there.
- A member of staff needs to accompany a child in Zebra Room. A child should only be left in the room on his or her own if the safety of the member of staff is in question or if it is on a child's communication support plan.
- If a member of staff has to vacate the room for his or her own safety then the member of staff should stand outside the door at the viewing panel in order to monitor the child's behaviour, physical well-being or offer reassurance.
- Staff should seek help from a member of the senior leadership team if they become concerned with the child's physical or emotional well-being. Ask a member of staff to alert SLT so they can observe on the CCTV in the Headteachers office.
- Staff should seek help from the senior leadership team if they feel they are in danger or they need a break from the situation.
- If a member of staff has been injured, then this information must be recorded on the relevant form and given to Sharon Kingham (Business Manager/SLT). Forms are located in the blue boxes situated around the school. (*Stay Safe, Violence and Abuse Report Form*).

Managing risk/hazard

- Area to be checked to make sure available.
- Staff to leave room shutting door carefully to avoid injury to child or themselves.

If an adult has to leave the room for their safety, then make sure there is nothing in the room that could cause injury to a child or that the child doesn't have anything in their possession that could cause injury to them.

Who is responsible - Sarah Clements

Who needs to know: All Staff

Staff need to inform Headteacher and parents/carers if they have used the room for a child that was significantly dysregulated.

Actions: Follow procedures above. Inform the Headteacher if you needed to follow through our gentle holding policy and complete a gentle holding form. Follow gentle holding policy.

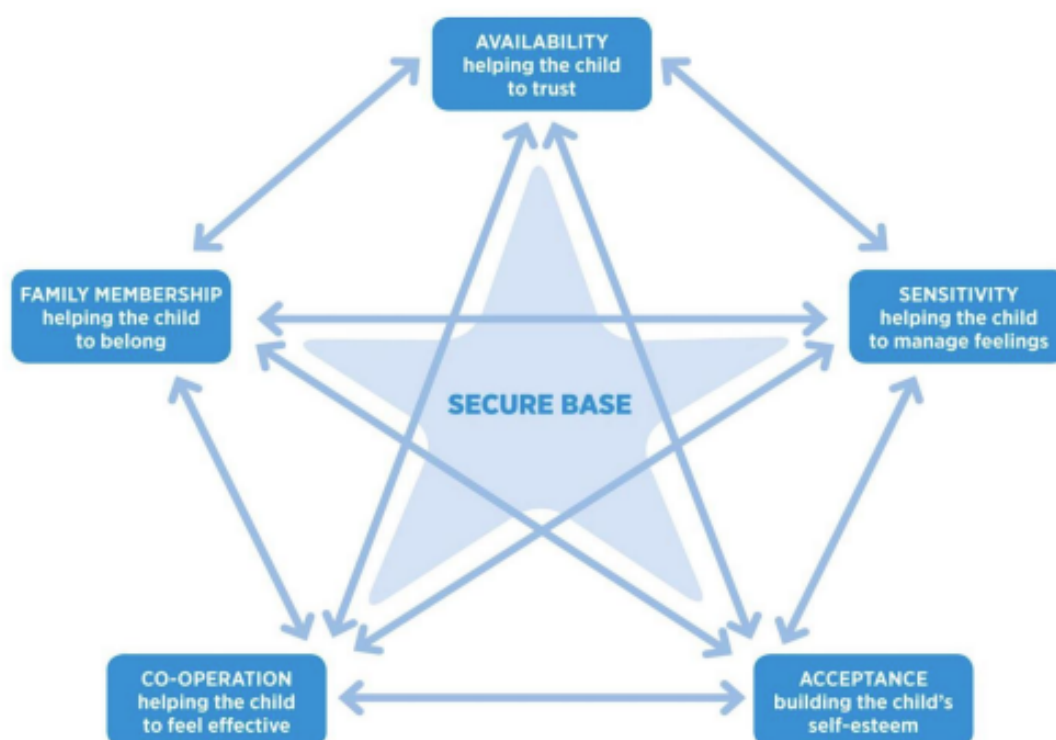
Carried out by: Sarah Clements

Date: Sept 25

APPENDIX 2 Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools (September 2018)

The Secure Base Model

- The Secure Base Model (Schofield and Beek, 2014) is a resilience-based model that
 - provides a positive framework for therapeutic caregiving that focuses on the interactions between caregivers and CYP on a daily basis.
- Research (Beek and Schofield 2004 & 2005) has demonstrated that, over time, positive caregiving across the five dimensions provides a secure base from which the child can explore, learn and develop in a positive direction.



For further information and resources, see:

- <https://www.uea.ac.uk/providingasecurebase/the-secure-base-model>



APPENDIX 3

Governors Statement

Behaviour Principles - Relational Response

This statement of general principles has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance. (Behaviour and Discipline in Schools, 2014).

The purpose of this statement is to provide guidance for the Headteacher in compiling the school's behaviour/relational response policy, so that it reflects the shared ethos of the school. Staff should be confident that they have the Governors' support when following this guidance. This is a statement of principles, not practice; it is the responsibility of the Headteacher to draw up the school's behaviour policy, taking into account these principles and those of the DfE publication 'Behaviour and Discipline in Schools'.

The Governors of Carterhatch Infant School believe that high standards of behaviour and communication lie at the heart of the school and that everyone is valued. All children and staff have the right to feel safe at all times with mutual respect between staff and children and between each other. All visitors to the school should feel safe at all times and in all parts of the school.

The School Values should be clearly stated in the Behaviour - Relational Response Policy. These should be displayed in relevant parts of the school and shared with and explained to all children. The governors expect these to be consistently modelled and applied by all staff.

Our school uses regulation (Thinking Time) and discussion time when a child has become dysregulated and is displaying challenging communication. This approach is also adopted when a child is consistently challenging expectations and needs support to make positive communications. Consequences are given based on the circumstance, the child's development stage and consistency of which the circumstance or challenging communication arises.

Please refer to the schools Behaviour/Relational Response policy for more details.

The Governing Body reviewed this statement in October 2025

(Updated on website annually)