



Positive Relationships & Behaviour Policy



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Date Approved	September 2025	By	Board of Governors
Review Cycle	This policy will be reviewed bi-annually in the first instance then annually, approved by the Board of Governors.		
Date of next review	Sept 2026		

We are
Safe, Calm, Ready
with our
Heart, Head, Hands.

Contents

Introduction
Aim
Objectives
School Culture & Approach
Boundaries, Choices & Consequences
Rewards
Communicating with Parents
Wellbeing of Staff
Equalities Statement
Responsibilities
Legislation, Guidance & Agencies

Introduction

How children behave, express, regulate, see, and understand themselves has a significant impact on the school as a whole and each child's learning experience. Behaviour can enhance or hinder learning and wellbeing; therefore, as a school we believe a culture of high behaviour expectations led by staff who care and are able to personalise their approach is vital for our school.

We believe positive relationships between children, staff and parents, and self-belief are at the heart of ensuring the success of our behaviour policy. Staff model the school values and behaviour philosophy, and at every stage of a child's development, they nurture the continuous progress of relationships and self-belief. As a school, we understand that everyone needs to feel valued, supported and cared for to gain a sense of belonging and we strive to build that culture right through the organisation. In our approach we are insistent, consistent and caring.

"Every child has the right to an education" UN Convention on the rights of the child

Policy Aim

Under the direction of our Behaviour Principles and the listed documentation, this policy has been developed with the aim of enabling a safe, calm, learning-focused environment.

Policy Objectives

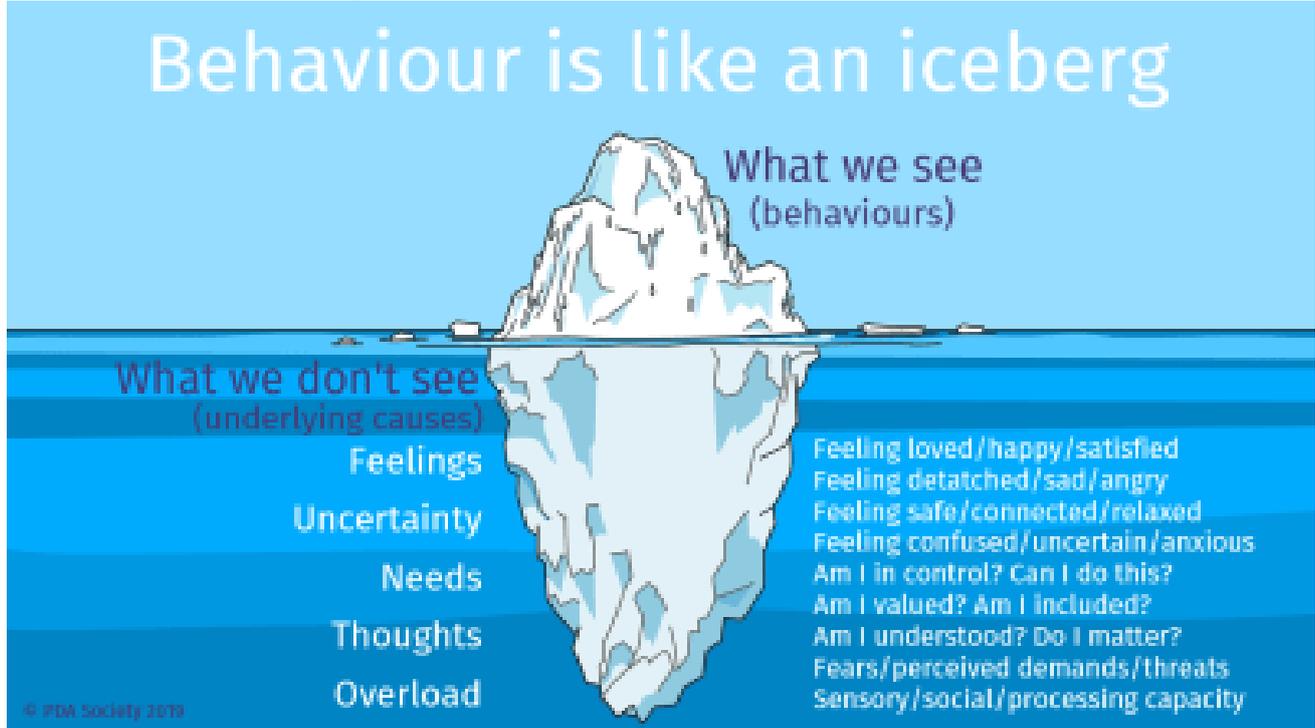
For every child (at an appropriate developmental level) to:

- contribute positively to their own and others' school experience.
- build secure relationships with adults and peers to enable them to belong and succeed.
- have a level of emotional intelligence, which is used in understanding and caring for themselves and others.
- understand that actions and behaviours have an impact and there are both intended and unintended consequences for those actions.
- know that they can choose their behaviour and can learn strategies to support difficult emotions.
- know that no emotions are 'bad' but may need regulating in different ways and how to begin to do this.

School Culture & Approach

Creating a consistent school culture of 'good' behaviour is challenging and complex. It must engage ALL staff who must embed the philosophy and policy continuously in their day-to-day practice. The Headteacher must lead, promote, and insist that the policy is well-understood and followed. **Our Culture** is underpinned by the concepts of self-worth, belonging, feeling valued, having purpose by contributing to the community, having trusting relationships, being independent, having self-awareness, learning about forgiveness and restoration.

At Bowlish Infant School we recognise that behaviour is an outcome of a multitude of 'invisible' inputs. For example:



We value secure, trusting relationships to help children be the best version of themselves despite any life adversities. At Bowlish Infant School we are knowledgeable about childhood adversities, attachment trauma, SEND and how these can impact the ways children present and what barriers may be present for them to be successful at school. We are Trauma Informed and Team Teach trained. The P&3Rs permeate our culture.

P and the three R's (Protect, Relate, Regulate, Reflect)

PROTECT

- Ensuring that all children feel as psychologically and physically safe as they can in the school/ community (upping the safety cues not just an absence of danger).
- Whole school awareness of the impact of ACEs and toxic stress on learning, behaviour, mental and physical health, and how to use 'protective factors' as prevention and intervention.

REGULATE

- Acknowledging that a child cannot learn, concentrate, attend if very stressed.
- A whole school commitment to relate on a daily basis to all children in ways that soothe, calm and bring down toxic stress to tolerable stress as preventative of physical and mental ill-health and to enhance learning.
- A whole school commitment to supporting staff on a daily basis in ways that soothe, calm and bring down toxic stress to tolerable stress as preventative of physical and mental ill-health.



RELATE

- A Relationship Policy for all school staff to ensure that everyday interactions with children are healing not harming.
- Senior Leads ensuring the emotional well-being of staff.
- Ensuring that all children have on-going access to a trusted emotionally available adult.
- Children who have experienced one or more ACEs (adverse childhood experiences) require daily access to a trusted emotionally available adult at a known time and place.

REFLECT

- Ensuring that all children are offered the time and space to make sense of painful life events, with an emotionally available adult who is trained to listen, understand and provide verbalised empathic response.
- A conversational rather than punitive response to challenging behaviour in order to support development of the child's higher brain executive functions and prevent long term mental health problems which research shows can so easily arise from adults who punish or shame.
- Ensuring children are provided with evidence based psychological and neuroscientific knowledge (psycho-education and psychologically based PSHE) to make informed choices in their lives.

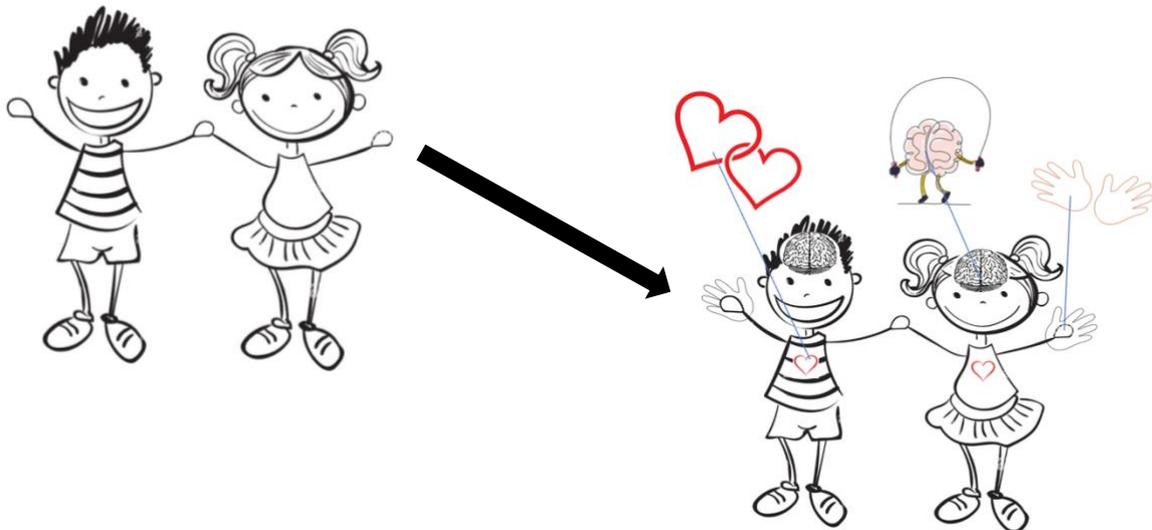
Our approach outlined below is firmly based on putting the child's personal, emotional and child development needs at the centre of our practice.

How we guide and support children to help them be as successful as possible:

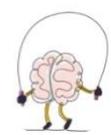
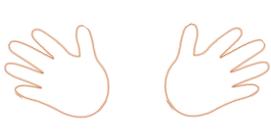
Our 3 Words: **We are** **Safe, Calm, Ready**

Safe	Calm	Ready
Are you safe?	Are you calm?	Are you ready?
<p><u>What does safe look like?</u></p> <ul style="list-style-type: none"> • Not hurting anyone physically, verbally or emotionally • Not hurting or being hurt yourself. • Using equipment correctly and with respect • Respecting those around you and yourself 	<p><u>What does calm look like?</u></p> <ul style="list-style-type: none"> • Not shouting, screaming, crying • Not physically agitated, aggressive, or over-excited • Able to regulate and think about how you feel. • In control of your actions • Able to reflect. 	<p><u>What does ready look like?</u></p> <ul style="list-style-type: none"> • Not distracted • Showing good listening • Able to focus • Curious • Ready to learn. • Resourceful

with our **Heart, Head & Hands**

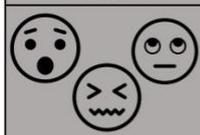
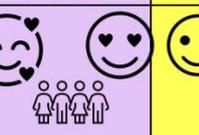
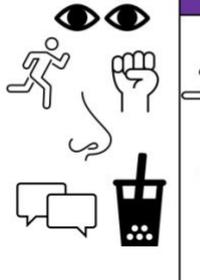
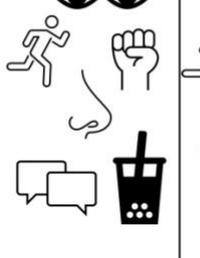
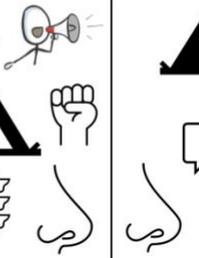


What we do nurture and educate through our **Heart, Head, Hands**

How we nurture behaviour	How we educate behaviour	How we respond to behaviour
 <p>The provision and environment we provide to foster and nurture individuals</p>	 <p>Specific teaching to help children gain the knowledge and skills needed to self-manage</p>	 <p>Our response to how children behave</p>
<ul style="list-style-type: none"> • Mutual respect • A calm, enabling environment. 	<ul style="list-style-type: none"> • Daily Brain Time • Emotional literacy learning 	<ul style="list-style-type: none"> • Constant, consistent feedback

<ul style="list-style-type: none"> Emotionally intelligent, available adults Community Physical needs (food, water, warmth, breaks) Opportunities to fail and take risks Brain Time Calming music Soft start each morning and toast Rolling snack Constant access to water Movement breaks Little Leaders Opportunities to contribute Caring people Clear boundaries Expectations that are easy to understand Adults who are responsive to needs Adaptable and personalized practice A sense of team Consistency High expectations Celebration & acknowledgment Active, intentional listening Being valued Autonomy A sense of belonging Experiences to promote self-esteem and self-worth. Enable success. Safety (psychological & physical) Role models Friends Secure, trusting, consistent relationships Well-resourced, fit for purpose spaces Personalised provision as required e.g weighted blankets, cushions The Nest – wellbeing and sensory room 	<ul style="list-style-type: none"> Conflict resolution learning Knowledge of self Active learning skills Life skills Calming strategies e.g. finger breathing, tummy breathing Calming spaces Zones of regulation, colour monsters Sport Knowledge of expectations Knowledge of what excellence is. Knowledge of how to be safe Knowledge of self-care and caring for the environment Knowledge of societal expectations Communicate and inform with parents. Knowledge of friendship PSHE curriculum Positive role-modelling <p>The use of modelled scripts:</p> <p>“I am feeling.... And I need...”</p> <p>“I can see that you are feeling... because you are...,might help you”</p> <p>Zones of Regulation (see below)</p>	<ul style="list-style-type: none"> Opportunities to self-correct Praise Rewards Outcomes Sanctions Choices Consistency through flowcharts Staff training Competition <p>Where additional provision is needed:</p> <p>Medium-level Supportive Provision</p> <ul style="list-style-type: none"> Behaviour Plan Behaviour log Behaviour Chart ELSA <p>High-level Supportive Provision</p> <ul style="list-style-type: none"> PFSA 1:1 Supervision Multi-agency assessment Reduced Timetable Alternative Provision
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Zones of Regulation

Zone							
	nervous afraid frightened scared	sad upset unhappy miserable	calm relaxed peaceful cool	caring loved friendly kind	happy positive excited cheerful	angry bothered annoyed furious	confused distracted muddled unsure
							
help	help				help	help	
							

Boundaries, Choices and Consequences

It is essential for boundaries and expectations of behaviour to be clear and consistent to create an environment where children feel safe and trust the adults who are responsible.

Throughout life, when boundaries, rules, laws are tested, there are consequences, some intentional and some unintentional. We have planned and built in our intentional consequences through moments of allowing choices and encouraging good choices. Explicitly teaching this is a long-term protective measure to prevent as many unintentional consequences (injury, upset etc) as possible. We believe that to know the value of boundaries, to learn where boundaries are, why they are in place, and that there are societal consequences if these are crossed, is an important life skill.

Shouting

We do not shout at our children, and we do not allow shouting or screaming from them, unless guided. This form of communication is emotionally harmful, jeopardizes trust and is a demonstration that the adult is not in control of their emotions. However, there are times when a controlled, loud voice is needed, such as:

- when there is a large group of children outside and instructions are being given
- when other methods of quietening a large group of children have not worked and attention is needed.

All staff can and will use a measured, controlled, firm voice when needed but, this will never breach into a perceived 'shout' and children are taught to recognize the difference.

In-class consequences

- Time 'out'.
- Missing playtime.
- Leadership Roles revoked.
- Enrichment activities revoked.
- Other in-class measures deemed appropriate by the teacher.

Swearing

As an infant school, swearing is not tolerated and is considered verbally harmful for children to hear. Parents will always be contacted if their child has unacceptable language. The child will have support regarding appropriate use of language and consequences where necessary.

When are the Flowchart processes not followed?

There are times when this process may be deemed not sufficient. Specifically, if a child is:

- Physically hurting or threatening to hurt other children, staff, or themselves.
- Causing damage to school resources, fixtures, fittings, furniture.
- Intentionally using explicit language.
- Displaying racism, other forms of discrimination or bullying.

Time to Regulate and Reflect

Children are always allowed time to 'calm' and get 'ready' in a safe, supervised space before they are asked to reflect. Once a child is perceived to be calm, they are then expected to follow further instructions and being reflection/return to activity.

When reflecting we expect the child to start their sentence with "I" to encourage the reflection process.

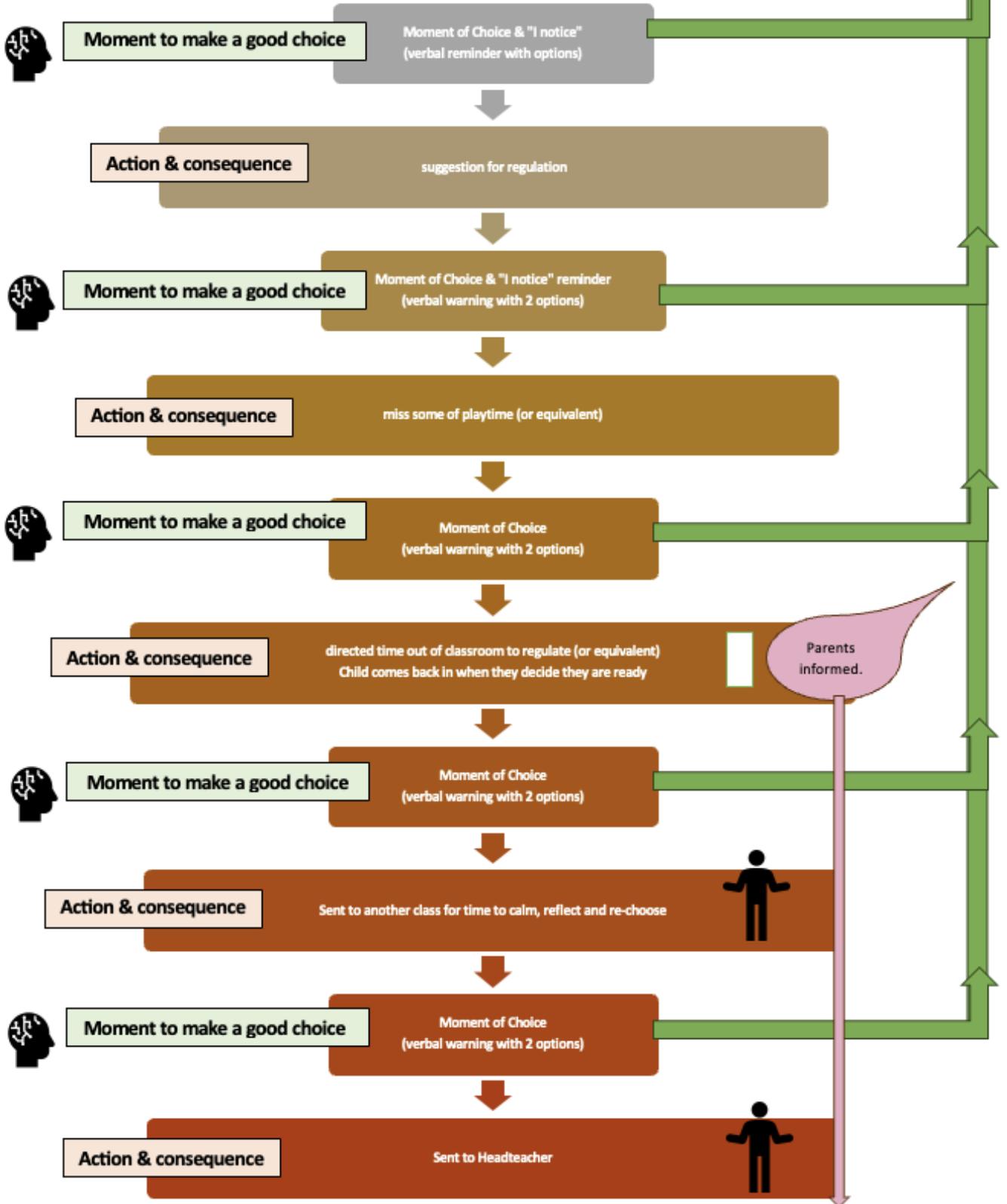
Some examples of what is considered unwanted behaviour or disruption and therefore begins the process on the flowcharts below at Bowlish Infant School:

- Refusal to participate in lessons.
- Preventing others from learning.
- Being disrespectful to staff.
- Refusal to follow direct instructions.
- Delaying following instructions.
- Distracting others.
- Not respecting the school resources or environment.
- Being unkind to other children.
- Shouting out.
- Not listening.
- Being 'silly'.

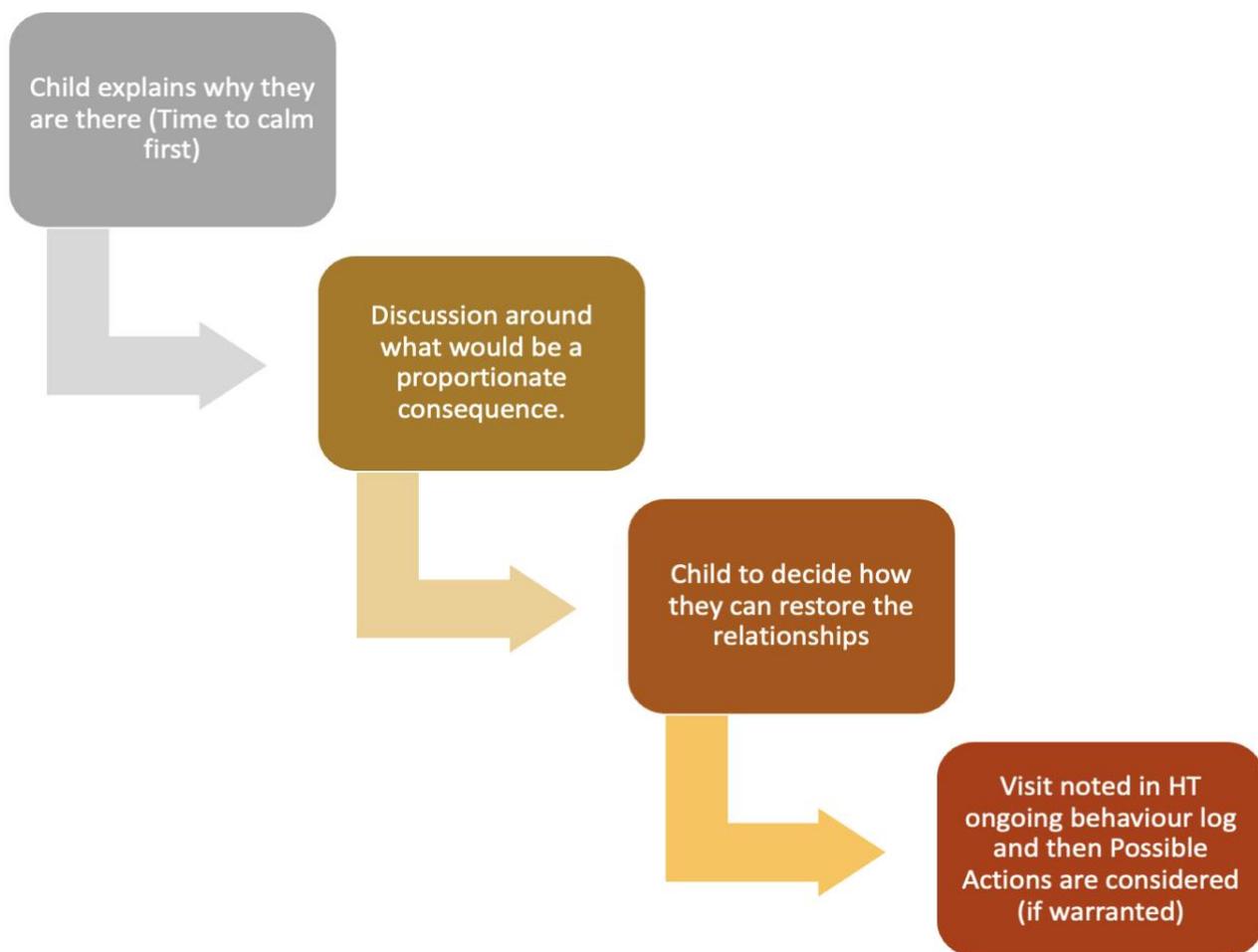
To help children know where the boundaries are, to sustain a safe environment conducive to learning and still allow natural moments of testing, the following **Flow Chart** is how we teach and sustain those expectations.

Choices & Transactional Consequences Flow Chart

Welcomed back to join whatever the class are doing. (Still complete consequences but move on quickly)



Process once sent to the Headteacher:



Further Actions by the Headteacher (In no order, depending on incident and/or regularity of visits)

- Parent phoned.
- Leadership roles revoked.
- Extended 'Time in'.
- Parents invited in to attend a meeting regarding behaviour.
- Child given a behaviour Chart to follow.
- Child put onto a Behaviour Plan.
- Internal Suspension.
- External Suspension.
- Permanent Exclusion.
- Medium level or high-level support provision as listed above.

Assisting a child through an emotional crisis

When emotions have become so 'big' they cause a child to act in a way that is causing them to not be in control of their actions, we see the emotion before we see the actions. In these moments children are not able to self-regulate or reason and need time to allow the emotion to pass, understanding of the adult supporting them and to be kept safe.

The PACE process will be followed with the listed subsequent preventative/safety measures.

When an adult is interacting with a child in this crisis moment, in addition to intentional listening they will use the following planned techniques (after any emotional crisis, there must always be a reflective moment of listening and teaching):

- Tell them you care and want to help. Ask "How can I help?"
- Use scripts.
- Change of face.
- 'Meeting' the child at their emotional level and steadily 'coming down'.
- Physical outlet activities in response to sensory seeking needs (not playing).
- Give the child space to work through the emotion.

- Planned ignoring.
- Use as few words as possible.
- Use mindful body language.
- Use a calm/firm clear voice.
- Leave moments of silence.
- Use necessary, reasonable, and proportionate physical intervention (see positive physical contact policy).
- Withdrawal – Actively removed from a situation.
- Distraction (not playing) such as telling a story or humour
- Bringing a child’s friend to support and listen to them.
- Time Out – time away from the situation.
- Seclusion – Having own space in supervised isolation.

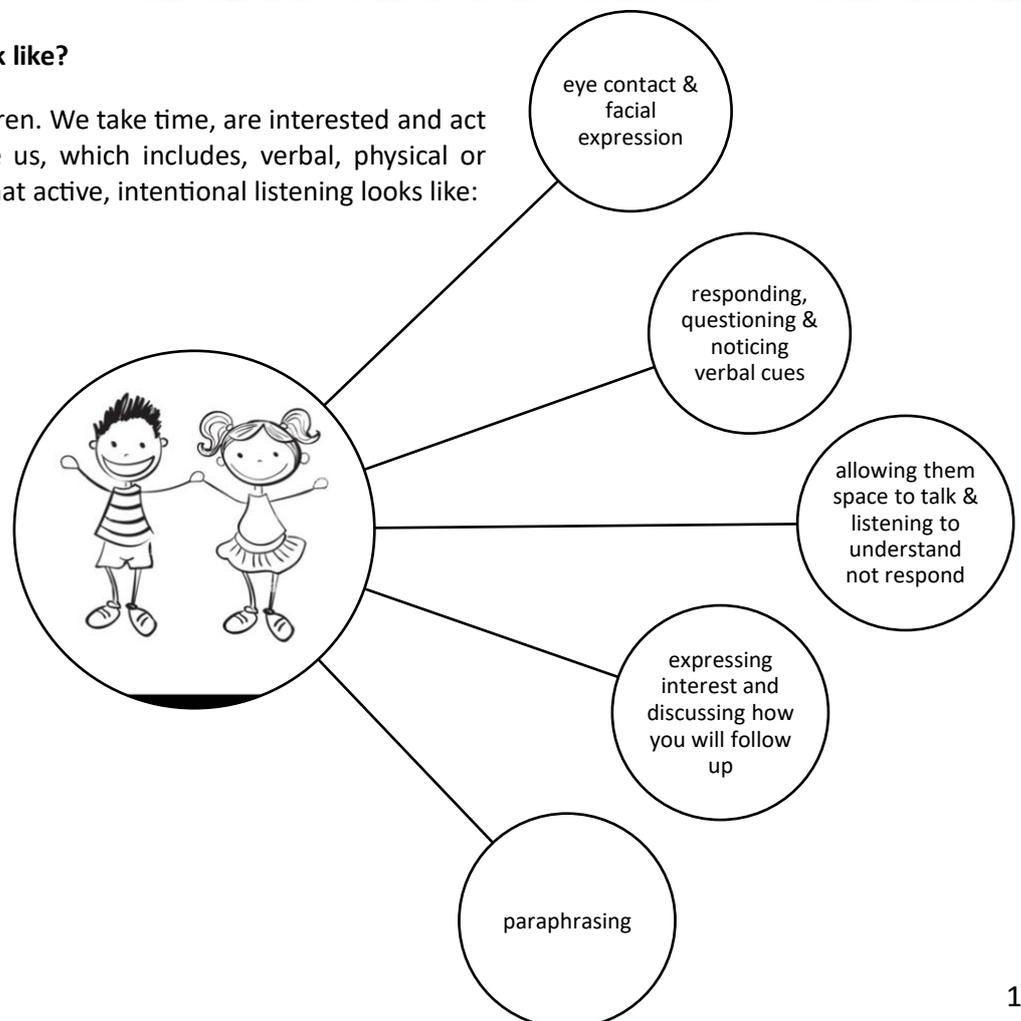
PACE: VITAL Map for Change in Mental Health

	Play P	Using a playful, light, warm spontaneous way of interacting with a child/young person to form safe connection.
	Acceptance A	Accepting and acknowledging the feelings underneath the child's/ young person's behaviour. This leads to trusting that you are not going to be shaming or critical.
	Curiosity C	Voiced active interest in how the child/young person is experiencing an emotionally charged event past or present. "Will you help me understand...?" (The opposite of scolding, giving lectures, talking 'at' a child or young person.)
	Empathy E	Empathy – Felt sense of the other. Actively experienced by the practitioner and communicated in words to the child/teenager.

PACE was originated by Dr Dan Hughes. Full explanation can be found in his books and on website <https://ddpnetwork.org>

What does good listening look like?

We actively listen to our children. We take time, are interested and act on the information they give us, which includes, verbal, physical or emotional. We have agreed that active, intentional listening looks like:



Scripts with children

Scripts can help lower/diffuse anger or anxiety and keep staff consistent in their language.

“John” use their name.

“John, I can see you are upset” avoid putting an emotion word there yourself.

“I am here to help” ensure body language shows this.

“Talk and I will listen” this gives direction and your function for being there.

“I want to keep you safe” assuring them that your intention is of care and safety.

“How are you feeling? Can you recognize the emotion” this could be a moment where you use a resource to help them pick the emotion?

“How can I help?” allowing them some freedom to express what will help them and what you can do (within reason)

“John, come with me, let’s go to the ...” continuing to provide direction.

Scripts between staff

If there is a change of face needed, and this is recognized by the active staff member of the ‘new to the situation’ staff member the following scripts can be used between staff to communicate staff actions:

“Mrs X would you like some help?” – this signifies you have noted that they may need you to join.

“Mrs X I am available for MORE help?” – this signifies you are going to take over.

“How about I sit with John?”

“What do you suggest Mrs Z?”

“Mrs Z you can help by”

“Mrs X can you please come and join us?” – this signifies that the staff member with the child requires another adult.

“Mrs X can you please give me MORE help?” – this signifies that the staff member is ready to leave.

“Mrs X can you please as Mrs Z if they would like to join us?” – this signifies SLT or a specific person may be needed

“Mrs Z, we are going to help John stay safe” – this signifies that jointly they are going to physically intervene.

Physical Intervention

Although staff are trained in de-escalation, in rare cases, if a child’s behaviour becomes unsafe, posing a risk to themselves or others, staff have a duty of care to physically intervene to ensure and restore safety. Physical intervention by staff is only used as a last resort and is always reasonable, proportionate and necessary. If restrictive physical intervention is used, the parent will always be informed.

If a child presents as unable to stay safe on their own and is requiring physical intervention regularly (more than once or twice), then a Safe Handling Plan will be written alongside parents. At this point, more information regarding what strategies and supportive intervention will be discussed with the parents.

Additional Support for Behaviour

If a child continues to present with disruptive or unsafe behaviour or if their behaviour is causing social isolation, then further support and actions will be taken. This will/may include:

- Whatever we can to identify the need / reasons for the behaviour and how we can help
- Pastoral Parent meetings and communication
- Team Around the Child meetings
- Creating a 1-page passport
- Pastoral Plan
- Behaviour record
- Individual strategies and support
- Additional adult support
- Support from the SENDCo

Recording Incidents

Behaviour that warrants being logged will be recorded on CPoms. This system of recording allows us to record serious incidents, track regular behaviour incidents and monitor patterns for both children and staff.

When recording we always:

- Truthful, factual, concise and subjective
- Use ABC (sequence of events and context information)
- State if the incident was witnessed
- State what the actions of staff were

Behaviour recording is monitored by class teachers and the senior leadership team.

SEND and Behaviour

Children with identified SEND needs

The needs of all children are catered for, and we recognize that children with SEND may require a different approach and different levels of expectation regarding their ability to regulate. Individual plans will be followed in these circumstances and the SENDCo will be involved in any decision making around consequences/reflection time (and may be pre-planned).

Neurodiverse Aware

We are neurodiverse aware and recognize that neurodiverse children may require additional support to manage their behaviour. We use neurodiverse friendly approaches in our day-to-day practice and can quickly put support in place to meet needs of children we know are or think may be neurodiverse. We believe that neurodiverse friendly practice benefits all children and therefore embed systems such as:

- Whole class 'now and next'.
 - Visual timetable.
 - Reducing environmental sensory.
 - Access to physical sensory resources as required.
 - Movement breaks.
 - Soft landings.
 - Calm spaces.
-

Encouraging and Supporting Taking Responsibility

We understand that as children grow, they increase their ability to understand and take responsibility for their behaviour (this is also impacted by any SEND). As a school we use how well we know each child to support this development.

At Bowlsh Infant School we want our children to have an increasing ability to be accountable and responsible for their actions. We support this by asking children to take responsibility in a restorative way, to always repair relationships and move forwards positively. When children have upset or hurt people they care about, it can cause further distress and shame; repairing relationships, saying sorry, putting things back, suggesting how to 'fix' a situation and help to move on, are some strategies we encourage to can help.

Rewards

We always overestimate the power of intrinsic reward.

We recognize effort and excellent learning and progress by facilitating moments of pride and celebration.

Being Safe, Calm, Ready and all that entails is expected from the children and although an expectation is not rewarded but simply expected, to help young children recognize if their behaviour meets or goes above those expectations, rewards are used. In addition, there are awards for excellent behaviour, role-models and going above and beyond with all aspects of school life.

There are different levels of reward; some to help with operational routines and other to recognize effort. Rewards are also used to create a sense of team, unity, pride, and self-esteem as well as reinforcing that children's efforts are noted and valued. Rewards must not be over-used to prevent them losing their value.

For academic success, intrinsic reward is used, and certificates of appreciation given. Stickers and House Points are not used for this purpose.

Houses & House Points

We have 3 Houses at Bowlish: Yellow, Blue, Green. Points are gained for various reasons throughout the day. Weekly the points are totaled in assembly, so children can track their team progress. There is always a 'reward' for when each team reach the top of the tube. House Teams are used for events, Sports Days, House Days and promoted throughout the school to create cross-school unity.

Rewards are given for:

Daily	Weekly	½ Termly / Termly	Yearly
Behaviour expectations Routines Community contributions Effort	Community contributions Effort Excellent behaviour expectations Excellent routines	House Point totals Attendance	End of year trophy awards for exceptional effort, strength of character, academic achievement and so forth.

Which Rewards are given for what?

Basic Routines completed well (also used to encourage good choices)

x1 House Point

Stickers

Praise

Recognisable Extra Effort

Certificate

Praise

Extra Enrichment

x3 House Points

Significant Achievement / Consistency

Weekly Assembly Celebration

Communicating with Parents



Bowlsh Infant School work “side by side” with our parents. We recognise the important role parents play in their child’s school experience and the influence they have over a child’s learning and development. Informing parents of wanted and unwanted behaviour is an important aspect to teacher/parent communication.

The flowchart of consequences outlines at what point a parent will be notified of a particular incident; however, teachers will regularly keep parents informed of the how their child’s overall behaviour and any impact it may be having on their learning.

As practitioners (up to the point where it is stated parents must be informed), teachers have the freedom to judge what they report to parents and what they consider part of a child’s natural behavioural learning journey; therefore, may not warrant sharing.

Wellbeing of Staff

We are mindful that working with children who present with particularly challenging behaviours can create additional stresses and worry to adults who are already operating in a complex, busy environment. It is important that staff always look after each other.

Staff are encouraged to be active in their own self-care and additionally, as a school we will:

- Ensure all adults in school know who they can go to for support and guidance.
- Provide a break and an adult only area to rest.
- Provide time to reflect on school approaches to ensure that policies and practice are meeting needs.
- Use a solution focused approach to challenges.
- Be considerate to workload when planning the right level of support for children.
- Provide regular meetings so staff can reflect on their role and raise anything they need support with.
- Recognise that SLT may face additional challenges in their role supporting the pupils and staff.

Equalities Statement

With regards to behaviour management and building positive relationships, we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty. General duties include:

1. Eliminating discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
2. Advancing equality of opportunity between people who share or don’t share a protected characteristic.
3. Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published on our website.

Responsibilities

Pupil Responsibility

- Learn the meaning of and adhere to Our 3 Words: Safe, Calm, Ready.
- Learn how they can apply their Hands, Heart and Head to regulate their emotional responses.
- Always try and be the best version of themselves.
- Try to understand we are all on a learning journey and going at our own pace.
- Follow instructions, expectations, and procedures.

Parent Responsibility

- Help their child understand the meaning of and adhere to Our 3 Words: Safe, Calm, Ready.
- Support their child to come to present at school as the best version of themselves.
- Understand every child is on a learning journey and going at our own pace.
- Support their child to follow instructions, expectations, and procedures while at school.
- Be proactive in knowing about their child's behaviour in school and taking appropriate responsibility.
- Be supportive of the school in their approach to managing their child's behaviour.
- Ensure the school are fully informed of any circumstances which may impact how their child presents.
- Follow up, where needed, with behaviour support at home.
- Understand that their child is learning to take responsibility for their actions and help them in this journey.

Teacher Responsibility

- Know, understand, apply and embed this policy.
- Build secure relationships with all children and parents.
- Believe in every child.
- Model all aspects of this policy.
- Communicate honestly and effectively regarding behaviour with parents, children and the headteacher.
- Be consistent and insistent with genuine care and understanding.
- Have consistently high expectations of behaviour.
- To look after themselves and each other in the face of challenging behavioural circumstances.

Headteacher Responsibility

- To have overall responsibility for this policy and its use.
- Ensure staff are well-trained and able to apply this policy.
- Communicate and promote this policy effectively to parents, children and staff ensuring successful application.
- To have overall responsibility for the welfare of staff and children.
- To report to the governors on the effectiveness and success of this policy.
- Be mindful and proactive in supporting the wellbeing of all impacted by challenging behaviour.

Governor Responsibility

The Governors have a guidance role in promoting the effectiveness of this policy. They need to and will:

- pay due regard to the wellbeing of staff and pupils at the school.
- ensure that expectations do not put unnecessary stress on any member of the school community.
- ensure the bi-annual review and effectiveness of this policy.
- monitor the rate of suspensions and permanent exclusions and reasons for their use.
- Fulfil the responsibilities in the DFE statutory guidance for governors on Behaviour and Discipline in Schools