



Arden Forest Infant School

Behaviour and Relationships Policy

Approved by:	Headteacher - R Gunn	Date: 25.09.25
	Chair of Governors – T Hoskin	
Last reviewed on:	September 2025	
Next review due by:	September 2026	

Our Vision

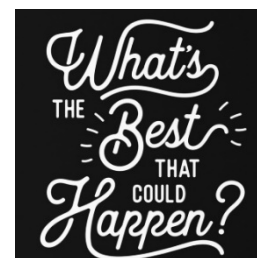
To enable our whole school community with the skills to be happy, successful and independent life-long learners with healthy mind, bodies and spirit.

Our Behaviour and Relationships Policy is based on a positive nurturing approach and is underpinned by the qualities of kindness, respect, responsibility, positivity, resilience and tolerance that we believe help to develop a well-rounded child.

Aim

We have a strong emphasis on developing secure attachments and positive relationships with and between staff, children and their families.

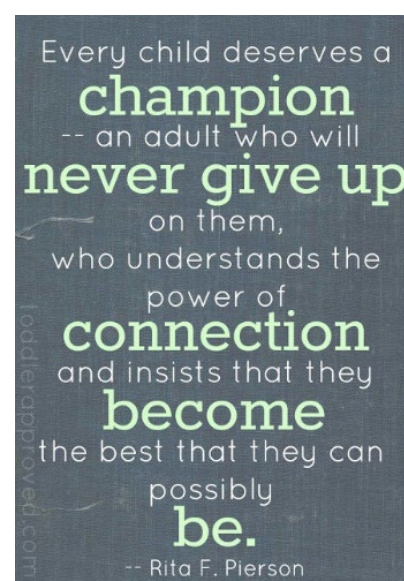
This Policy is designed to enable all school community members to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The policy has been written through collaboration between school, families, children, governors and outside agencies.



Key Principles of Our Approach

As a school, we have completed the Warwickshire Attachment and Trauma Informed School Project which is coordinated by the Warwickshire Virtual School and supported by the Educational Psychology Service. The content of this project has guided our Behaviour and Relationships principles and practice at Arden Forest.

- We recognise that strong positive relationships support strong learning and put relationships at the heart of all we do.
- We understand that behaviour is a means of communicating an emotional need and respond accordingly.
- We understand that behaviour is 'attachment needing' not 'attention seeking'.
- We give children our time to support their feelings and behaviour.
- We take a non-judgmental, curious and empathetic approach towards behaviours.
- We recognise the impact on mental health and wellbeing where children have experienced 'Adverse Childhood Experiences' (ACEs). These are emotionally distressing events that happen before the age of 18.
- We maintain clear boundaries and expectations around behaviour in an environment of high nurture and structure.
- We use language that is supportive of the child.
- We use positive meaningful praise and do not use sanctions that seek to shame.
- We understand that not all behaviours are a matter of 'choice'.
- We understand that the wellbeing of staff is key.
- We use self-reflection as a means to develop our practice.
- We work in partnership with parents and carers to address and plan support for children.
- We strive to update our understanding through regular whole-school training.



Our Responsibilities

In collaboration between children, families and staff, we have agreed three core responsibilities within our school community. These are that we all have a responsibility to:

- learn and let others learn
- be kind and respectful
- keep myself and others safe.

Our role is to support children as individuals to understand these responsibilities and how they can show them. We do this by:

- Having clear and consistent boundaries and maintaining positive relationships with each other, our children and their families.
- Having high expectations for children.
- Being positive about all of our children.
- Creating an enabling learning environment where children are fully equipped to demonstrate their responsibilities.
- Modelling our responsibilities as adults.
- Teaching specific ways to follow our responsibilities through dedicated PSHE sessions and in response to specific needs and incidents.
- Reflecting on our responsibilities in class or whole school assemblies.
- Giving meaningful praise to children for demonstrating our responsibilities.
- Working with all members of the school community to enable a consistent approach.

Our Learning Behaviours

To support and enable children to engage with learning at school, we have developed six Learning Behaviours which we believe are important transferrable skills for life. The Learning Behaviours are linked to dinosaurs. Children learn the name for each learning behaviour dinosaur, the key characteristics of each learning behaviour and how the behaviours can be applied. These are explicitly taught and are promoted both in and out of the classroom through our high expectations of behaviour. We celebrate these behaviours in our Star of the Week Assemblies, but will also reference and notice them when teaching in class or observed around the wider school environment.



Team Rex

collaborator, helper and respectful

What this looks like in the classroom:

- listens to others
- takes turns
- works together with others

What this looks like outside the classroom:

- plays with others
- looks after others who may be hurt or lonely
- helps tidy up
- keeps people together, leaves no-one out



Ind-e-raptor

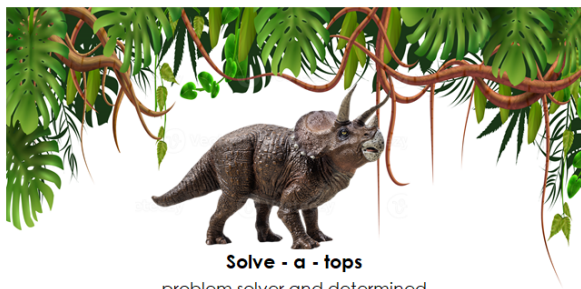
independent, prepared and self-motivated

What this looks like in the classroom:

- gets the things they need, eg books
- keen to get started on an activity
- engages in learning

What this looks like outside the classroom:

- gets the things they need e.g. school bag, coat, caddy etc
- waits patiently for their turn
- wonderful walking



Solve - a - tops

problem solver and determined

What this looks like in the classroom:

- concentrates
- focused
- finds different ways to get answers

What this looks like outside the classroom:

- listens and thinks about different opinions
- sorts out disagreements
- finds different ways to achieve a goal



Stick - a - saurus

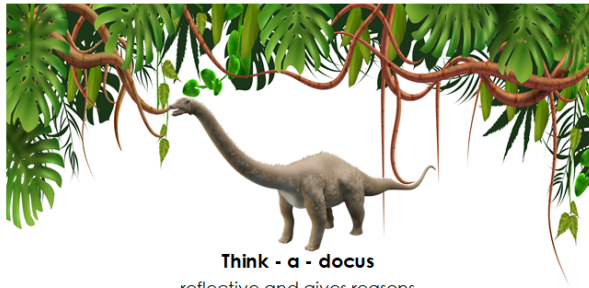
Perseveres and resilient

What this looks like in the classroom:

- has a go - even if it is challenging
- doesn't give up
- listens and responds to feedback

What this looks like outside the classroom:

- loses gracefully
- learns from mistakes
- Takes ownership of actions



Think - a - docus

reflective and gives reasons

What this looks like in the classroom:

- thinks about their learning
- wonders about what's gone well and what could they do better?
- manage their emotions

What this looks like outside the classroom:

- thinks before they speak
- thinks about their actions
- talk about the problem together



Buzz - a - dactyl

enjoys learning, enthusiastic, proud of achievements

What this looks like in the classroom:

- participates
- smiles
- keen to share learning

What this looks like outside the classroom:

- happy for others when they win games
- cheers on others
- proud of their own achievements

Our Rewards and Celebrations

School Families

In partnership between families, children, staff and school governors, we developed a 'families' system where children work together across year groups towards collaborative rewards. Our family names were selected by The Chair of Governors after a competition led by our School Council.

All members of the school community are part of a 'family'.

Birch	Hazel	Oak	Willow

Our Families Approach enables:

- Positive reinforcement of our school responsibilities.
- A stronger school community where all children and staff feel they actively belong and are valued.
- The development of secure relationships with peers and adults across Year Groups.
- Opportunities for good role models and peer support.
- The opportunity to work collaboratively towards joint recognition.
- An increased sense of wellbeing
- A whole school celebration of achievement for each family.

How it works

- Any adult in school can award a 'Gem in the Jar' to an individual child or other adult. Gems are put into family jars in each class.
- 'Gems' are given for demonstrating good learning behaviours, personal characteristics or following the school's responsibilities. Reasons for the giving of a 'gem' are highlighted to the children.
- Totals for each family are calculated on a weekly basis with praise for all families and special recognition for the family with the most gems.
- The family with the most gems is put at the 'Top of the Tree' on our families board in the hall.
- The whole school community celebrates this achievement with the singing of our celebration song 'We Are a Family.'

How we celebrate success

We recognise that some children might find individual celebration uncomfortable. For all of school celebrations, 'reasonable adjustments' can be made in response to a child's feelings about an event.

Celebration Assembly

We hold our Celebration Assembly each Friday where all school community members come together in the hall.

- **Star of the Week**

A child from each class is awarded a 'Star of the Week' certificate. These are given for achievement linked to a given focus each week. Parents and carers are invited to join our assembly when their child is to be awarded Star of the Week.

Class Assembly

- **Handwriting and Finger Gym Award**

Each week, achievement in handwriting is recognised for a chosen child. This is an inclusive award which values achievement in letter formation or fine motor development with a discussion on why the award was given.

- **Out of school achievements**

We recognise that our children gain many awards out of school and love to hear about them. Reception families use our Tapestry Learning Journal to show photographs and videos of achievements out of school. In Key Stage One, these are shared through emails. Children are then encouraged to talk about their achievements in school and may also be able to bring in related items. For example, a certificate or rosette.

Lunchtime

- **The Golden Table**

Each day, lunch tables following the school responsibilities or demonstrating good learning behaviours or personal characteristics at lunchtime are awarded golden points. At the end of Thursday lunchtime, points for each table will be tallied.

On Friday in Celebration Assembly, it will be announced which table from each sitting has the most golden points. These tables will then be the Golden Table for First and Second Sitting.

Special Times

We celebrate special times for individual children in class based on a child's feelings and wishes. For example, the sharing of a birthday for children and staff. This could also include a new baby or a religious or cultural event.

Personalised rewards

The needs of some children will mean that 'reasonable adjustments' are made in enabling immediate rewards linked to the child's motivators in response to a specific expectation. Families and where relevant, outside agencies are involved in the development of this approach. All children in each class are taught to respect and value this provision.

End of Year Celebrations

At the end of each academic year, we hold an awards assembly. Three special awards are given for each class. These are:

- Teacher Award for Achievement in Personal Characteristics and Relationships
- Headteacher Award for Learning Attitudes (Growth Mindset)
- Governor Award for Progress

A child in Year Two is also chosen to receive the 'Shirley Stoney Contribution to the School Award.' All staff are involved in the selection of this child from their time at our school.

Emotional Wellbeing

We support the development of secure emotional well-being and self-regulation with a range of strategies.

Protective Behaviours, Taking Care

We use the Protective Behaviours Framework to develop children's knowledge and understanding of how they can keep themselves safe. The framework for **personal safety** consists of 2 Themes and 7 Strategies. This is a dynamic, confidence building, empowering approach that links safety with having adventures and taking risks.

The **two key themes** of Protective Behaviours are:

Theme 1: 'We all have the right to feel safe all the time'.

We explore this theme in detail, carefully looking at the connection between rights and responsibilities. We discover for ourselves the difference between feeling safe, fun to feel scared, risking on purpose and feeling unsafe. These differences are manifested by what we call our 'Early Warning Signs (EWS)', specific bodily responses which tell us when we do not feel safe.

Theme 2: 'We can talk with someone about anything even if it's awful or small'.

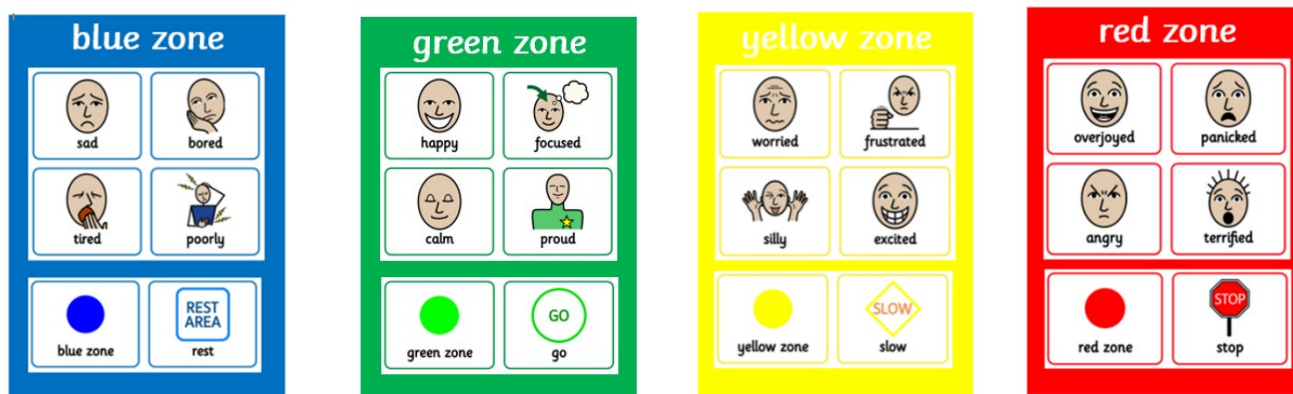
The children create a 'hand network' which represents their own personal networks of support, those people they could turn to if in need. They are reminded and encouraged of the benefits of talking and we explore qualities we would like somebody on our network to embody e.g. an active listener.

The Zones of Regulation

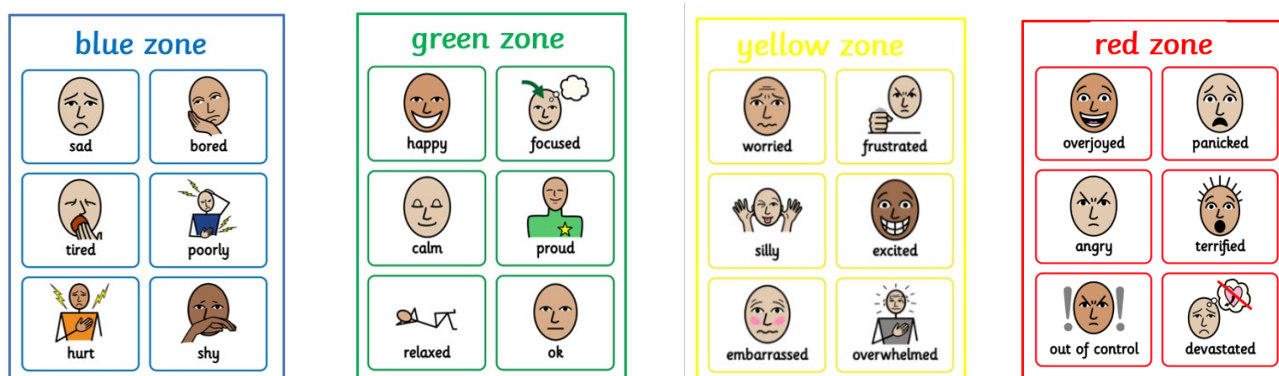
- We teach the Zones of Regulation to support understanding of feelings linked to a particular colour. Children are taught to understand what an emotion looks and feels like. Children are taught that all of the Zones are ok.
- Once they are aware of what Zone they are in, we can help children move to the Green Zone (happy, calm, ready to learn etc.) This is initially through co-regulation with a supportive adult.
- Each class has a daily check in that reflect the zones where children put their name or photo to show which zone they are in. This enables staff to give children any support that might be needed. Children are able to move between different Zones throughout the day.

- As children become familiar with the Zones, they will create their own Regulation Toolbox which includes strategies to help them get back to or stay in the green zone. These are available to children in class.
- Within the Zones, children consider the size of a problem and their response to it. They also learn about the effects of their behaviour on others.
- Zones of Regulation prompt charts are displayed across the environment in school.
- Some children, also have planned opportunities to spend time with a significant adult in school which supports their emotional well-being and regulation. For example, a teaching assistant or a previous teacher.

Zones visuals used in Reception



Zones visuals used in Key Stage One



Supporting Emotional Regulation

We have adopted an 'Emotion Coaching' approach to enable adults to communicate more effectively and consistently with children in stressful situations.

We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. We understand that for some children, their behaviour is not a choice. Showing empathy for a child's emotions and then providing positive guidance on how to move forward are central to this approach.

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

Within an Emotion Coaching approach, we strive to:

- Have an awareness of the child's emotions.
- Value the child's emotions.
- Make time to talk about feelings.
- Try to find out why the child is feeling the way they do.
- Help the child to be aware of their feelings, label and express them.
- Avoid criticising a child
- Have an awareness of our own emotions.
- Remain calm and help the child to problem-solve about a situation.

Emotion Coaching Script		
Step 1	I can see that	
Step 2	You might be in the... zone and feeling...	
Step 3	Because (a reason, behaviours)	
Step 4	I understand I sometimes feel...	
Step 5	But. It's not ok to..... because at Arden Forest we...	
Step 6	Problem solving together	

The PACE Approach

We use PACE within our interactions to promote a feeling of safety and well-being for children. PACE is a way for staff to therapeutically engage in conversation with children and build up positive relationships. The use of this approach reminds children that we are always there to support them. PACE helps promote secure attachments and allows our children to reflect on their thoughts and behaviours without being judged. We value PACE as a secure and reflective approach that concentrates on the whole child, not just a child's behaviour.

- **Playfulness** - Playfulness in interactions can diffuse conflict and promote connection e.g. maintaining a relaxed 'lightness'.
- **Acceptance** - Accepting needs and emotions that drive behaviour without judgment.
- **Curiosity** - Being curious about where a behaviour has come from. (in your head or out loud)
- **Empathy** - Really connecting with how they are feeling and showing compassion.

Stages of support

We acknowledge that there are times when children may find it difficult to follow our school responsibilities and maintain emotional regulation. We have a staged approach to intervention where positive reinforcement and the maintenance of positive relationships are embedded.

This response to behaviour support provides a balance between the physical and emotional well-being of an individual child and those of their class or whole school community.

Stages	Examples of Positive Support and Action
1 Use of a visual prompt.	Refocus the child. E.g. "Arthur, good sitting."
2 Official first 'reminder' of responsibility	Offer of support. E.g. "Arthur, Are you okay? Do you need anything to help with good sitting?"
3 Additional 'time in' in class with adult.	Use of 'I'm wondering. e.g. "I'm wondering if you're feeling....and sitting closer to me would help you. Come and sit here." Acknowledge the child being with you.
4 Official second 'reminder' of responsibility.	"Arthur, you're still talking and we are all ready for learning." "good sitting now" now. Maintain positivity
5 'Time in out of class' if the child continues to need support.	Give 'time in' for discussion with another adult in the same year group. Emotion Coaching strategies will be used.
6 Child returns to class	Welcome the child back to class.
7 Repair at the end of the session e.g. before break, lunch, home time.	Child and adult to 'touch base' and reflect on the behaviour and how it could have been different. Check in with the child's feelings.

Unsafe Behaviours

- Where a child is struggling to keep themselves, others or the environment safe, the Pastoral Manager, Head Teacher or SENCO will be accessed to provide support to the child and adult.
- The child will be offered reassurance. Start with their name and then say 'It's ok'. The child would have quiet 'time in' with the adult using calming strategies or resources in response to their need. The adult will engage in 'Emotion Coaching' strategies with the child.
- Where a relationship has been 'ruptured' it is essential that the child and original adult are given time together to reflect on the behaviour and help the child to problem-solve about a situation in order to repair the relationship.
- The Head Teacher is informed about what has happened. Discussions are held between a member of SLT and parents and carers for the children involved.
- If an incident has taken place at lunchtime, it is recorded and discussed by MDS. Children involved would then talk to a member of SLT or the pastoral support manager to check in with the child and review what had happened in line with our Emotion Coaching Script. This would take place immediately after lunchtime on the day of the incident.
- For serious incidents, a review will take place between the Head Teacher and staff involved. This review will seek to reflect on what happened and identify what needs to be done differently. The incident will remain confidential between the family and adults who need to know.

Meeting the needs of vulnerable learners

- Children who are identified as particularly vulnerable, may need specific approaches tailored to their individual needs, experiences, strengths and difficulties.
- Differentiated provision is recorded on a Child's One Page Profile and a 'Positive Handling Plan'. These are developed to outline behaviours and strategies of support and are developed with the child and key adults within their life in order to best meet needs.
- Strategies for each child will be followed to provide the best support of a child's emotional well-being. These are shared with families and relevant staff and reviewed on an ongoing basis in response to change.
- Ongoing advice and support are accessed from our SENCO, link Specialist Teacher and Educational Psychologist.

Recording Incidents

All staff have a responsibility for recording incidents.

- Where a child's behaviour has been unsafe to themselves, others or the environment, incidents are recorded on the electronic CPOMS system on the day that they have happened. Discussions about the incident will then take place with parents and carers.
- CPOMS records will be completed by all adults who have been involved in the situation to include any identified triggers, behaviour and conversations that have taken place with children. Conversations with parents and carers will also be recorded.
- CPOMS records should be a factual account of what has happened, include the 'voice of the child' and should be non-judgemental.
- For some children, staff may notice a change in behaviours over a period of time and a reflective CPOMS log should be completed.
- This enables monitoring of patterns and appropriate support for each child. Discussions are held with parents and carers where incidents are ongoing.
- CPOMS incidents and vulnerable learners are discussed between Safeguarding Leads at weekly Families Meeting.
- Educational Psychology ABC charts are also used for some individual children to identify patterns and triggers.

Communication with Parents and Carers

- Parents are encouraged to share changes in family life with school. We understand that change can have a significant impact on presented behaviours.
- In the first instance, it is the responsibility of the Class Teacher to contact parents and carers to discuss behaviour incidents and concerns.
- A more serious incident will be discussed between families and a member of SLT.
- Some families are engaged in the Early Support process with behaviour targets included in a plan for change.
- All discussions with parents and carers are recorded on CPOMS.

The use of Reasonable Force

As a result of our approaches to behaviour and relationships, it is very rare that the use of force is required. If a situation does occur, staff will use every possible solution to de-escalate the situation and avoid having to resort to any physical contact in terms of managing behaviour. Early help from the Pastoral Manager, a member of SLT or year group colleague is vital in supporting a difficult situation.

The law states that it is permissible to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and will only ever be used in the most extreme circumstances.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and parents and carers will be informed.

Suspension

On rare occasions it may be necessary to exclude a child for continuously disruptive behaviour in line with the LA **Exclusion Policy**.

Permanent exclusion

On extremely rare occasions, when all other stages have proven unsuccessful, it may be necessary to exclude a child permanently from school, in line with the LA **Exclusion Policy**.

Family Support

Some children and families may also need support with behaviour at home. As a school, all staff are alert to changes in families and we understand that any member of staff might be chosen by a parent or carer to share concerns. Important information is recorded on CPOMS.

Our Pastoral Manager can offer Family Support and signposting to other agencies and online training. We are able to refer families for Family Support through the local authority and to the Warwickshire Health and Wellbeing Service. Parents are also signposted to the Warwickshire Family Information Service.

Working with a range of agencies, we are also able to offer Early Support for families where a range of agencies work together to make positive change around the needs of a child and family. The Zones of Regulation, Emotion Coaching and PACE approaches are promoted with parents.

Staff Support

We acknowledge that there may be times when staff need support after a difficult incident or to consider how to adapt current strategies. This would be done on an individual basis by the Head Teacher, SENCO or member of SLT.

Behaviour and Relationships opportunities for training are also planned as a routine part of professional development.