



St Mildred's Primary Infant School

Behaviour & Relationship Policy

July 2025

This policy will be reviewed at least annually.

School Vision and Values

St Mildred's inspires our children within a rich and creative learning journey, where they can 'Dream big, aim high and make a difference.' Our vision and values influence all decisions enabling our community to flourish. We nurture everyone to reach their full potential.



Rationale

At St. Mildred's Infant School, it is recognised that positive behaviour is a necessary pre-requisite to effective teaching, learning and enjoyment whilst in school. As members of our community, we live and learn by our five Values of Honesty, Enjoyment, Achievement, Respect and Team work.

We are embedding the Thrive approach and regular use of the Thrive-Online assessment tool as part of our whole school ethos. It provides staff with the understanding of the underpinning theories and practical ways to remain in relationships when dealing with challenging behaviour. It supports staff to look at behaviour developmentally and differentiated provision can be put into place quickly for children who need help to regulate their emotions. It is preventative and reparative.

At St. Mildred's Infant School we aim to:

- Be welcoming and inclusive
- Provide safe spaces for children to learn and calm within.
- Understand that behaviour is a form of communication.
- Support children through transitions.
- Nurture children to develop self-esteem and self-respect by distinguishing between a pupil and the pupil's behaviour.
- Use a consistent and calm approach throughout the school.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches instead of punishments.
- To encourage independence and personal confidence

Purpose of the behaviour policy

To provide simple, practical procedures for staff and children:

- To understand that children are prone to make mistakes and highly responsive to the environment and the context
- Recognise that behaviour management is predominantly through relationships
- Encourage children to recognise that they can and should make the right choice when they are calm and regulated.
- Recognise individual behavioural norms and respond appropriately. Children who don't manage should be understood and included.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

All staff must:

- Take time to welcome children at the start of the day, either at the classroom door or in registration time
- Always redirect children by referring to our school's Values (Honesty, Enjoyment, Achievement, Respect and Teamwork).
- Promote and praise positive behaviour
- Provide good routines to support positive behaviour;

Start and end of the day, transition times, lining up when required and moving around the school.

- Understand that 'inappropriate' behaviour is a sign of unmet need, stress (difficulty coping) and lack of understanding.
- Understand that consequences are used within a process of restore and repair- and a natural and logical consequence would be used.
- Use consistent language and scripts (Wing phrases)

The Heads of School and The Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, golden tickets, stickers, superhero of the week certificates.
- Ensure staff training needs are identified and met.
- Ensure staff induction has a focus on behaviour policy and constancy of language and approach.
- Use behaviour incident forms on CPOMs to monitor individuals.
- Use Thrive online profiling to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviour.
- When required, teach the class to enable teachers to support children who are dysregulated and to build relationships

Parents/Carers must:

- Endeavour to work collaboratively with the school so that pupils receive consistent messages.
- Speak to the class teacher if they have any concerns about their child's behaviour.
- Contact the Heads of School if they continue to feel concerned.
- Refer to the School Complaints Policy (available on the school website or from the school office) if they continue to feel unsatisfied.

Governors must:

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion

- Ensure that all staff receive purposeful training in order that they can undertake their role

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a 'fresh start' every lesson/session/day
- Help them learn and feel confident
- Be consistent and fair
- Have a sense of humour and have a playful approach

Behaviour for Learning

We recognise that a clear structure of predictable outcomes, have the best impact on behaviour. At St. Mildred's Infant School we model the desired behaviours, use relentless routines and natural/logical consequences that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting

expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

St. Mildred's Infant School has five values '**Honesty, Enjoyment, Achievement, Respect and Teamwork**' which can be applied to a variety of situations. These are taught and modelled explicitly every day in and out of the classroom, collectively during and individually during Thrive provision and other interventions.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include other rewards to reinforce positive behaviour.

Our approach

Our School Values	Visible Consistencies	Over and Above Recognition
Honesty	• Daily meet and greet	• Recognition boards
Enjoyment	• Persistently catching children doing the right thing	• Golden Ticket
Achievement	• Picking up on children who are failing to meet expectations	• Stickers
Respect	• Seeing the children out to their grown ups every day	• Verbal praise
Teamwork	• Praising in public (PIP), Reminding in private (RIP)	• SLT praise/sticker
	• Consistent language- Wing phrases/restorative justice phrases	• Superhero of the week/certificate
		• Show work to another adult
		• Head of School stickers/ recorded in the Golden Book.

The curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities, PSHE- Jigsaw curriculum and 'Right Time- Thrive activities.

A calm, engaging, well ordered learning environment, with opportunity to grow within a positive structure, is conducive to positive behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focussing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to access learning in the classroom. Individual strategies will therefore need to be implemented to support them. This may include an individualised graduated response -assess, plan, do, review and/or an individual risk management plan. Good routines support positive behaviour. At our school, staff ensure good routines are in place for:

- Start and end of the day
- Transition times
- Lining up including assemblies

Behaviour that falls below the expectations of the school

Behaviour that is disruptive to learning, unkind or demonstrates inconsiderate actions will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember the strongest approach to support a child is through their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties.

Viewing behaviour as a learning process

At our school we accept and understand that behaviour is a learning process. Children will push limits, boundaries and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement and disappointment. At our school staff view behaviour mistakes as inevitable. This means we offer support, help and guidance to the child so that they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our children's behaviour and maintain our relationship with them.

Our general response to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using natural and logical consequences, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact on others.

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to show (honesty, enjoyment, achievement, respect, teamwork) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. That is not being respectful. Please walk. Thank you for listening.'
2. WARNING	I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. If you choose to not to display our school values again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to a quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. That is not displaying our value of respect. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'
3. TIME OUT OR NATURAL/	I noticed you chose to (noticed behaviour)

LOGICAL CONSEQUENCE	You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc.) Playground: You need to(Stand by other staff member/ me / sit on the bench etc.) I will speak to you in two minutes Example - 'I have noticed you chose to use rude words. You are not being respectful. You have now chosen to go and sit in the quiet area and think about kind words to say. I will come and speak to you in two minutes. Thank you for listening.' *DO NOT describe child's behaviour to other adult in front of the child*
4. FOLLOW UP - REPAIR & RESTORE	1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently?
*Remember it's not the severity of the consequence, it's the certainty that this follow up/learning from, will take place that is important. <i>Teachers should be informed of unacceptable behaviour at lunchtime as it may have implications for the afternoon's lessons, however, the incident should have already been dealt with and further action by the class teacher should not be necessary.</i>	

Using natural and logical consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

Along side natural and logical consequences and restorative conversations, we teach and support children to 'put things right.' This may include;

- finishing a task that they had disrupted
- help tidy or repair where they have caused damaged
- cleaning up mess made

(please note, children need to be in a calm/regulated state to be able to put things right)

In order to protect the rights of others and keep a child or young person safe other support may be required for a short/long term plan;

- increased staff ratio
- change of school day/timetable
- arrangements for access to outside space/ frequent learning breaks
- support in unstructured/ social situations (lunchtime/playtime)
- differentiated teaching spaces within the classroom (table/workstation) or alternative spaces (Epple Bay, Rainbow Room, Beach hut)

As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform planning and future practice within the behaviour management plan.

When faced with challenging behaviour

Some behaviour exhibited can be more challenging. We use VRFs and WING phrases to respond to the behaviour. Adults' responses to these behaviours will aim to de-escalate the behaviour.

Responding to harmful/dangerous behaviour

Most pupils do not display harmful behaviour. However, when such incidents occur, they are deemed serious can cause a great deal of stress for those involved. An individual Risk management plan will be in place for children who display harmful behaviours.

When faced with potentially harmful behaviours staff must use the de-escalating script;

1. **Name** (use the pupil's name)
2. **I can see something has happened (VRFs)** (acknowledge their right to their feelings)

3. **I'm here to help** (tell them why you are there...*I am here because I want to keep you safe*)
4. **How I can help?**
5. **Come with me and we can...** (give them an 'out' of the situation)

NB: In some situations, this script may not be appropriate, and 'no' words are required. Adult supporting child will assess situation. If adults are finding it difficult to remain calm and regulated themselves, they must ask for other adult to support.

Use PACE (Playful, Acceptance, Curiosity and Empathy)

(See appendix 1)

Way to Record Incidents of Concern

Staff record incidents electronically on CPOMs- staff can use the following categories when recording;

Cause for concern- used initially to record one off behaviours

Bullying/Friendship related issues- used to monitor any patterns/repeated behaviours directed at others

Behaviour Related log- used when there are repeated behaviour incidents.

These types of behaviours will be recorded on an incident form, under the category of 'Behaviour' and logged on CPOMS

Safeguarding

We recognise that a change in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's behaviour may be linked to them suffering from, being likely to suffer from, or experiencing significant harm. If this is the case, we will follow our Safeguarding and Child Protection policies.

Outside Agencies

There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and the Heads of School, or as the result of a pupil review meeting. Any outside agency will need information.

Therefore, teachers need to document evidence of behaviour carefully as detailed above, so that it can be collated when required.

Beach Hut/Eppe Bay

On occasions there may be the requirement for children to undertake intensive intervention for behavioural or nurture reasons. Sometimes as a preventative measure to support pupils who are at risk of exclusion.

In this circumstance, the school will use the facility of 'The Beach Hut/Epple Bay' which is supported by Thrive practitioner/Learning mentor/Teaching assistance. The intention is to deliver support and guidance to enable children to successfully reintegrate into class lessons.

Reasonable Force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. Staff may use reasonable force to prevent a child injuring themselves or others.

Key staff will have Proact training to ensure that they are safe to support children safely and appropriately.

It will always be our intention to use de-escalation strategies in the first instance.

Incidents be recorded on CPOMs and monitored by SLT and shared with parents/carers.

Behaviour outside of School

St. Mildred's encourage children to follow School Values when they are outside of school. If children are taking part in a school-organised or school-related activity, wearing school uniform and not behaving in line with school Values then SLT have a duty to manage the behaviour.

Suspension and Permanent Exclusions

We see suspension as a very last resort. There are very rare circumstances in which it may be necessary to suspend a child who has displayed unsafe behaviour that has put themselves or others at risk, such as a serious incident. In this circumstance, our Suspension and Exclusion policy, inline KCC procedures will be followed. On a child's return to school, a member of the HoS/Senior Leadership Team will conduct a reintegration meeting and a pastoral support plan may be written in consultation with the child and parents/carers. Suspension will be approached on an individual basis and the child's protected characteristics and needs will always be taken into consideration.

Refer to Suspension and Exclusions policy for more detail and information.

PACE

P	Playfulness Adults should be – open / available / flexible / engaged / have a sense of fun / imaginative and connected.
A	Acceptance Acknowledging the child and their emotional state as being true and valid, and representing this back to them.
C	Curiosity Showing authentic interest in finding out about the child and their experience.
E	Empathy Being alongside the child without negative judgement.

Vital Relational Functions

Thrive Approach

There are four VRFs, each explained below. However, we often move through them quite naturally, with support overlapping and interactions flowing between the VRFs.

Attune – we recognise how the child is feeling and support using appropriate body language, facial expressions and tone of voice to make a connection with them. Attuning is key to becoming aware of a child/YP's feelings and then understanding how best to respond.



Validate – we recognise and accept that the child/YP is feeling a certain way and we communicate this acceptance with the child. For example, 'Gosh! That was very loud. It scared me and I'm wondering if it scared you too.' Using WING statements helps to open conversations around feelings.

Validating should be non-judgemental and focused on the child/YP, not based on purely reassuring them, trying to change their feelings or talking about our own experiences.

Contain – we keep the child/YP safe; emotionally and physically. Emotional containment involves 'catching and matching' the child/YP's feelings and experiences. We can then help the child by putting words to their feelings, in order to them understand and realise this is survivable.



Regulate – we sooth and calm together with the child/YP, in order to return them to a place where they are ready to engage socially. Those children/YP that have experienced a behaviour discharge need to be calmed using tone of voice, body language, breath, etc. Those that are quiet and withdrawn will need engaging in an interest.

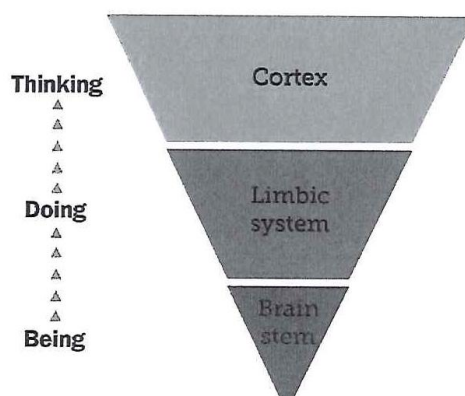


Stress Regulation System

Healthy social and emotional development depends on having an effective stress-regulation system. This gives us the emotional resources to respond flexibly to life's ups and downs, to find solutions to problems and to seek help when we need it.

As children grow and develop, they are faced with a variety of challenges involving learning new skills, encountering new people, and navigating a range of different situations. In order to manage these challenges successfully, children adapt their behaviours. Underpinning these behaviours is a repertoire of physiological responses that enable children to cope with different types of situations, including stressful ones. To some extent, these physiological responses are shaped by the experiences that children have – particularly in the early years.

At a simple level, we can think of a healthy stress-regulation system as comprising three main aspects or levels: physiological regulation, relational regulation, and cognitive regulation. These develop primarily during the first three years of life through the relational experiences' children have with their caregivers.



Brain Stem - Physiological regulation

Experiencing the slow down and regulation of the bodies arousal levels through being soothed, calmed and helped through voice, touch, loving presence, rocking and reassurance.

Limbic System - Relational regulation

Being able to signal distress and ask for help. Trusting others to give help. Know that others experience the same emotions as us and can understand what we feel.

Cortex - Cognitive regulation

Being able to notice and put words to sensations and feelings. Knowing likely consequences to actions. Being able to moderate fight / flight response based on experiences. Rational thought related to past experience – we know we're ok!

