



CHALKWELL HALL INFANT SCHOOL

RELATIONAL (BEHAVIOUR) POLICY

Agreed by the Governing Body: Summer 2025

Next Review Date: Summer 2026

Our Values & Agreements

Respect
Enjoy
Achieve
Care
Healthy



Chalkwell Hall Infant School

Relational Policy On a Page

Consistent Adult Behaviour

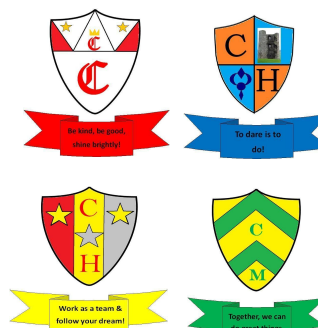
- Calm & Consistent
- Caring & Curious
- Non-judgemental
- Positively Notice
- Live 'REACH'

Recognition and Reward

- House Points
- Star of the Week
- Governor's Award
- Star Award
- Positive Pings and Calls
- Roles and Responsibilities

Support Systems

- Ask → Remind → Consequence
- Triage - Team Around Child Meeting (TAC)
 - Senior Leadership & Pastoral Support
 - External Outreach Support



Walkways

- I've noticed...
- I'm wondering...
- I need you to...
- I understand, and yet
- I know that...
- Thank you!

Restorative Conversations

- What happened?
- How were you feeling?
- What have you thought since?
- Who did it affect?
- What do we need to do next?
- What can we do in the future?

Routines

Soft Starts/Wonderful Walking/Lovely Lining Up/123 Move/Show me 5
Learning partners/Astounding Assemblies

Introduction

Chalkwell Hall Infant School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim to create a caring, secure, supportive and positive learning environment where relationships are based on respect and develop positive self-esteem in each child. We believe that learning happens best when there are strong relationships; between our staff, between our pupils, within the learning spaces and beyond, with parents and carers and with our wider community. To ensure this all staff seek to establish a calm and supportive environment where our children feel safe, valued and listened to.

Vision and Values

Our vision is to be an outstanding school where children are happy and safe, staff are valued, parents are engaged and the community is proud. All members of our school community will work together to be the best they can be.

Children will live the "REACH" values



Our 'REACH' school values will be the main focus of everyday life in school, including whole school assemblies. The children and staff 'live' the vision and values. The children and their future are at the centre of all we do.

Our School:

- encourages each child to have a voice and participate in all aspects of school life;
- is a happy, safe and nurturing environment;
- offers a broad, balanced curriculum through topics with an emphasis on basic skills;
- develops enquiring minds, independence and the confidence to make choices;
- develops healthy and positive attitudes to learning and living;
- develops opportunities beyond the classroom to enable children to learn about the world they live in;
- looks to the future, embracing the role of new technologies;
- encourages the whole community to do their best, to develop professionally and academically;
- works closely in partnership with parents, other schools and the wider community.

Core Principles

The core principles of behaviour at Chalkwell Hall Infants School are that:

- All behaviour is communication and can change and every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of praise and rewards will increase children's self-esteem and thus help them to achieve more. Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline. Being 'fair' is not about

everyone getting the same (equality) but about everyone getting what they need (equity). Children need personalised responses to supporting their personal development and well-being.

- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Maintaining clear boundaries and expectations around behaviour. In order to help our children feel safe, the learning environment needs to be high in both nurture and structure. Children need predictable routines, expectations and regulated responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Consistency – in order for our Relational Policy to be successful, everyone in the school community must be 'on board' and acting consistently. Consistency does not always mean responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs

Aims

We are committed to ensuring that:

- Our whole school relational approach is based on nurturing principles, including highly effective teaching and learning which contributes to developing and maintaining strong relationships and positive behaviour which supports inclusion.
- Targetted relational approaches for some children provide additional focused support and intervention, to avoid suspension.
- Skilled teaching approaches endeavour to understand behaviour in terms of the underlying needs that may lead to a child to act in a challenging and distressed way and which aim to regulate the child's stress.
- Restorative approaches which places relationships, respect and responsibility at the heart of effective practice which address issues of discipline and conflict.
- Solution focused approaches to support both staff and children to identify the skills, strengths and resources that they already possess, build individual capacity and effective problem solving skills.
- Child centered approaches which build links with partner agencies and supporting parental engagement in meeting the children's needs and enhancing well-being.

As an inclusive school the needs and abilities of pupils, including special educational needs, are taken into consideration in the implementation of this policy.

The Relational Approach

- Relationships are vital for all children in our school. It is through relationships that children learn to feel safe, belong, understand themselves, others and the world. It is our way of being together that is most important.
- The relational approach is a universal approach to teaching and learning which influences whole school ethos, systems and policy as well as everyday practice. It is also a targeted approach to support those children who are most in need.
- Relational approaches are vital in supporting children's well-being, enabling them to settle to learning and be fully included in school.
- Our relational provision focuses on:

Developing Relationships – This involves building relationships, supporting inclusion and setting and maintaining boundaries with empathy

Responding and Calming – Using relational skills to keep things calm, using co-regulation skills in order to regulate strong emotions and developing skills and plans to manage crisis

Repairing and Restoring – Using restorative conversations as part of our daily interactions to support a harmonious environment, facilitating restorative encounters to resolve conflict and harm and to support change.

Developing Relationships

In order to be successful at school all children need to develop secure relationships which enable them to feel safe, secure and good about who they are. In order for this to happen, relationships are at the heart of our school life.

Adults will:

- Be predictable, reliable and trustworthy
- Be physically and emotionally available
- Know our learners; be attuned to their tone and mood
- Be curious about feelings, thoughts and behaviours
- Accept feelings and emotions without judgement
- Show and demonstrate that we care about our learners
- Provide an environment of safety (both physically and emotionally) through structure and boundaries
- Provide safety cues through voice and body language
- Promote positive relationships between peers
- Express empathy and support

Agreements

At Chalkwell Hall Infants, we recognise that in order to develop and establish secure relationships we need to have a shared understanding of our rights, roles and responsibilities and how these manifest themselves as expectations around behaviour. Each member of our community follows the agreements associated with our 'REACH' values:

- We are respectful
- We enjoy
- We try our best to achieve
- We care for others, ourselves, property and the environment around us
- We are healthy and look after our minds and bodies

We ensure that our agreements are regularly revisited with the children and adults throughout the year in class, through our whole school assemblies and staff CPD. Adults will also provide clear modelling guidance and instruction as to how to behave within our wider school community and as local and global citizens. We also use our school council meetings, circle times, PSHE curriculum, stories and classroom discussions to establish and maintain the whole school agreements. Such strategies are important in establishing an ethos of cooperation, empathy and restoration and provide opportunities for children to see good skills modelled to develop their own skills. Working in this way supports all children to develop peer relationships and builds their capacity to form and maintain relationships in the future. We share with the children trusting relationships so that they understand that when agreements are broken there are processes in place to repair harm, and to support those who have broken agreements to ensure that there are not ongoing difficulties

Positive Noticing

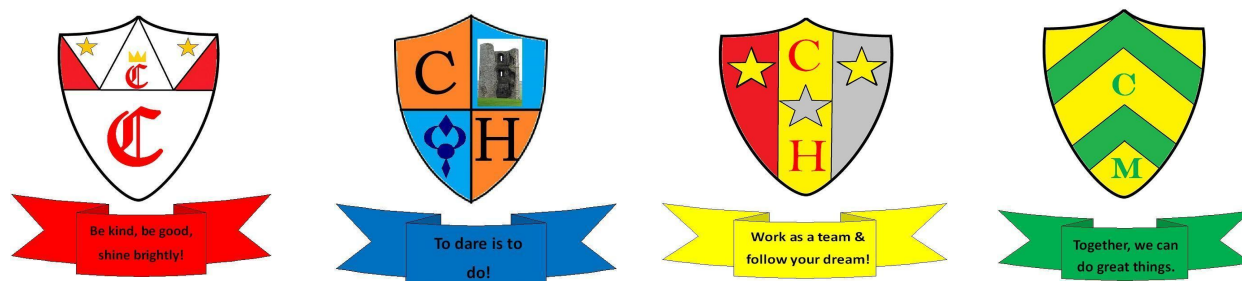
The effective promotion of positive behaviour requires the involvement and commitment of **all** members of our school community, including: pupils, teachers, learning support assistants, mid-day assistants, administrative staff and governors, coupled with close communication and partnership with parents and carers. We believe that receiving praise should be part of every child's daily experiences to promote self-confidence and high self-esteem. It is the adults' responsibility to 'catch children being good' in order to encourage and promote positive behaviour and reduce inappropriate behaviours. This in turn creates a positive learning environment where children are able to take personal accountability for their choices.

Rewards

Children are rewarded for demonstrating our REACH values and making positive behaviour choices by the teachers and other adults within the school. Certificates and other rewards are given out by the Head/Deputy Head Teacher at 'Celebration Assembly', every Friday to

further encourage children to do their best. Our rewards are given for effort and demonstrating the values rather than attainment.

With the involvement of the school community we have adopted a House Points system. The house names were chosen democratically and a competition held amongst the children for the design of the crests for each house and a house slogan. The house names are based on castles in Essex with each house being allocated a colour: Colchester is red, Hadleigh is blue, Hedingham is yellow and Mountfitchet is green.



All children will take part in a democratic voting system to elect a Captain and Vice-Captain for each house on a yearly basis. They will be responsible for collecting the points from the classes each week. House Captains and Vice Captains act as role models to their peers to demonstrate how to embody our REACH values.

Children can earn House Points for a number of different reasons linked to our REACH values e.g. being kind or helpful, for good effort during a lesson etc. When a point is awarded the children will take a coloured token which matches their house colour and place it in the class token collector. At the end of each week every class will count up the number of tokens for each colour and will take the results to Celebration Assembly where they will be recorded electronically so that the children can see the visual representation of collating all the points across the school. The winning house for that week will be celebrated in assembly and a coloured ribbon for their house will be attached to the House trophy.

Zones of Regulation

We use the Zones of Regulation across school to give children the tools to begin to express their emotional responses and learn strategies to manage these feelings in a healthy way. The Zones of Regulation acknowledge that feelings are complicated, and therefore aim to provide consistent language to help children to talk about, think about and regulate these complex feelings. The Zones of Regulation organise our feelings, states of alertness and energy levels into four colour categories – Blue, Green, Yellow and Red. The simple, common language and visual structure helps make the complex skills of regulation more concrete for learners and those who support them. This in turn supports our overall well being. It is a core belief that 'all zones are ok' and that it is routinely normal to experience several of the zones throughout the day. Adults in school will model language as part of their classroom practice with children, through stories, PSHE curriculum, circle times, assemblies and in their conversations with children throughout the day.



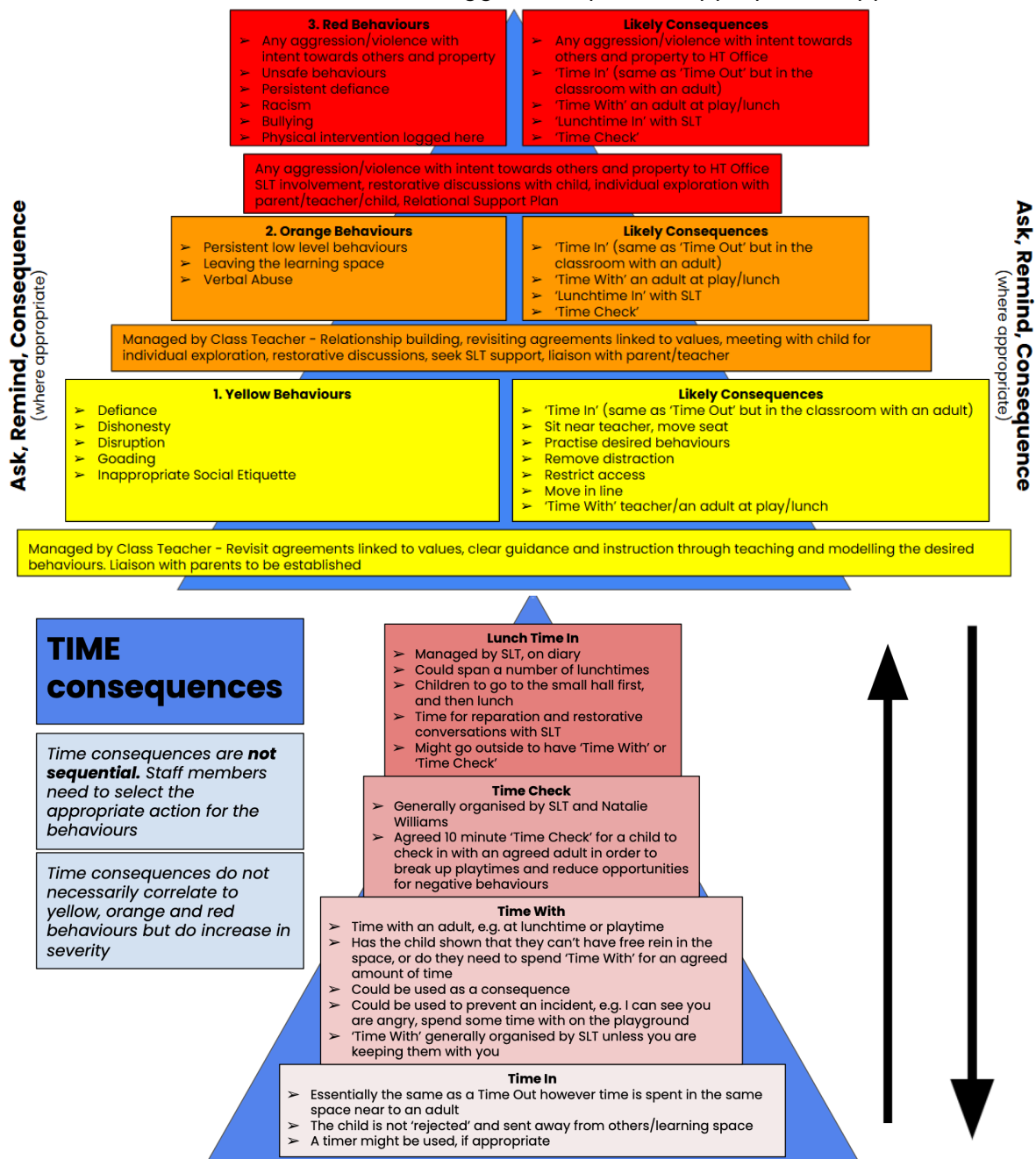
Inappropriate Behaviours & Restorative Practice

Adults in school respect all children and recognise that mistakes will be made from time to time. Children are helped to consider their actions and following this are given opportunities to demonstrate making good choices, for which they can receive positive praise. Adults will remain calm and open, respond empathetically and work with the child to help them to understand the agreements. A restorative approach is implemented within our school following conflict or when difficult incidents have taken place so that this promotes an understanding and learning. It supports children in developing an understanding of their feelings and the feelings of others and how feelings impact on behaviour as well as how behaviour impacts on other people.

Ask, Remind, Consequences

Every day is a fresh start for all children. The intention is for children to be recognised for positive behaviour as often as is possible. We operate a graduated system when managing low-level disruption in class. Children will receive a discrete verbal warning (ASK), a second discrete verbal warning (REMIND) and finally teachers may decide on the next course of action (CONSEQUENCE). These will be relative to the broken agreement e.g. being asked to move from a chosen activity or missing some breaktime.

Behaviour incidents are categorised by severity and are recorded on the CPOMs software using the 'trigger', 'behaviour' and 'consequence' (TBC) approach in order to identify potential triggers and to ensure consistency of recording. The Pastoral and Senior Leadership Team monitor behaviour incidents and triggers and provide appropriate support to the child



High Level Behaviours

As a school we recognise that for a minority of children at some time there may be a need to demonstrate the seriousness of their actions. If a child commits a serious offence, such as:

- Repeated swearing
- Using physical violence
- Running out of school
- Deliberate vandalism
- Stealing
- Bullying

In these instances the children will be asked to go to the Head/Deputy Teacher to speak about their actions. The Head/Deputy Teacher will encourage children to talk about what has happened, including the events leading up to this event. This provides opportunities to discuss strategies and coping mechanisms, so that children can learn to recognise and manage their feelings and actions. A 'Lunchtime In' may be given to help the child to think about the consequence of their actions and parents will be involved, at the Head Teacher's discretion. Grudges will not be borne and children will be given opportunities to be praised and rewarded for positive behaviour.

Bullying

At Chalkwell Hall Infants, we do not tolerate bullying of any kind, including incidents affecting members of staff. Please refer to the following policies for more details: Anti-bullying policy and Safeguarding and Child Protection Policy in relation to responding to allegations of sexual harassment or sexual violence.

Behaviour at lunchtimes

Incidents of inappropriate behaviour are reported on CPOMs which are assigned to teachers so that they are kept up-to-date about any issues that have arisen during lunchtime. Should any incident need to be dealt with, immediately, a verbal report will be given, also. Any issues requiring further action are dealt with by the class teacher or passed to a member of the Senior Leadership Team to be followed up.

Persistent Behaviours

We understand and strongly believe that all behaviour is a form of communication: as adults we have a duty to investigate what is behind the behaviour. A child needing to be spoken to about their behaviour, in the classroom or in the playground despite the use of positive reinforcement and opportunities being given to earn House Point tokens, is trying to tell us something. Adults must consider any underlying causes and parents should be included in the discussion as soon as possible so that school and home work together to support the children. Parents need to be approached sensitively and the whole experience should be a positive one. **Remember: It is not the parents' fault and nor is it the children's.** It may be necessary to involve the SENCo.

Individual Needs and Team Around Child (TAC)

Some children may require a higher level of support in order for them to make good behaviour choices, therefore it may be appropriate to hold a Team Around the Child (TAC) Meeting. A TAC Plan will be written with the support of Pastoral Team and class teachers. It will outline a consistent approach to be used by all adults within the school community in order to support a child to make positive behaviour choices. We will always seek to look at the underlying causes of behaviours, taking a holistic approach to our support. These are regularly reviewed and updated in line with the child's developing and changing needs.

School Refusers

Children who are reluctant to come into school, despite verbal encouragement from staff and parents, will be brought into the School Office through the main entrance by the accompanying parent/adult. They will be met by a trained Learning Mentor who will show the parent and child to the Acorn Room, where the parent will calm the child down. The Family Liaison Officer will support the parents, providing resources as required. There are no time constraints attached to this. When the child is calm the parent will leave and the child will be accompanied to class by the Learning Mentor.

Should there appear to be an on-going problem, a TAC meeting will take place with the parent and class teacher, underlying issues will be investigated, strategies discussed and a plan drawn up. For persistent school refusers, the school will seek to offer L2 early help support through a Team Around the Family (TAF) meeting and plan, involving appropriate professionals where appropriate.

Physical Intervention

In the event that the implementation of de-escalating strategies, including removing other children from the classroom/immediate area, has not had the desired impact, then in line with the **Physical Intervention Policy**, it may be necessary to use restrictive physical intervention (RPI) for one of the following three reasons:

- 1) Action is necessary in self defence
- 2) There is an imminent risk of injury to the child or others
- 3) There is a real risk of damage to property

As stated in the Physical Intervention Policy, RPI should only be used as a last resort. School is a safe environment and children should not be 'chased' or held unless there is risk from any of the above list.

Incidents of this nature will be recorded on the child's CPOMs profile under Physical Intervention and the child's parents will be informed.

Exclusions

In extreme circumstances, and as a last resort, where children have appeared to deliberately hurt an adult or another child in an aggressive or violent way, and only when all other avenues have been explored, the Head Teacher can use her discretion and may decide to exclude children for a fixed period of time. This decision can only be made following a detailed investigation.

The details of the procedures to follow are laid out in the DfE document: Exclusions from maintained schools, academies and pupil referral units in England; Statutory guidance for those with legal responsibilities in relation to exclusion. September 2017.

In line with these guidelines it is only the Head Teacher who can authorise any exclusion. Chalkwell Hall Infant School recognises the ages of the children and understands that behaviour is a means of communication. The school works hard with children and parents to investigate any emotional difficulties and to put strategies in place to help children overcome these. It is only in extreme circumstances that a child would receive a fixed term exclusion. Exclusion would only be considered in line with the above guidance.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school policy sets this out; and
- 2) Power to search without consent for "prohibited items" including: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item that may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated

item. With items, not to be handed to the police, schools can decide if they are to be held and returned to parents or disposed of.

Staff development and support

All staff members access regular, ongoing training in the principles and implementation of this policy. Regular communication takes place between staff and the SLT with regards to the implementation of the policy to ensure that the principles and systems behind it are fully understood and adhered to. Teaching and support staff have undergone in depth training in attachment and trauma awareness and how this impacts on the child's brain development. These principles have been considered when setting up the school environment and have been incorporated into the ethos of the school. The induction of new staff has been considered so that adults who are new to the school are adequately trained to understand and adopt the approach we use in school.

Monitoring, Evaluation and Review:

All staff will record any Behaviour Incidents using the CPOMs software. All incidents are read by the Pastoral team and monitored closely. All staff receive training updates at least once a year and training materials are available for refresher training if required. All staff adhere to the school policy on Safeguarding and Child Protection. The school will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The policy will be agreed by the Governing Board.

This policy should be read in conjunction with the following policies:

Safeguarding and Child Protection

Anti-Bullying

Children's Mental Health

Equalities

Positive Handling

Special Educational Needs

Exclusions