



Relationships and Behaviour Policy

2025 – 2026

Please refer to Appendices and Glossary for definitions referred to throughout this policy.

Policy ratified: Spring 2025

Policy review: Spring 2026

Our Ethos: Unconditional Positive Regard

At Strathmore Infant and Nursery School, we believe that every child is valued, capable and deserving of respect, regardless of their behaviour. We operate with unconditional positive regard (UPR): we separate the child from the behaviour. Behaviour is viewed as a form of communication, particularly for young children who may not yet have the language, emotional regulation, or developmental capacity to express their needs in other ways.

Our aim is to create a calm, nurturing and predictable environment where young children feel safe, valued and ready to learn. We believe relationships are the foundation of all learning and behaviour. Staff are expected to show UPR by being genuine, accepting and empathetic. Underlying the UPR approach, kindness is key. It must be modelled, shared and explicitly taught through every interaction between an adult and a child. It should form the foundation of children's interactions with each other.

"Kindness can mean being tough and fair - exposing frailties and weaknesses but doing it with warmth and compassion. To remain kind in difficult and challenging environments takes courage and strength." (Dave Whittaker, The Kindness Principle 2001)

A part of our behaviour curriculum, we teach children how to recognise, respond and manage their emotions in a way that is appropriate to the situation. This includes learning about how the brain functions and the impact feelings can have on our thoughts and actions. Alongside this, we feel it is important to teach children about the difference between equity and equality and the difference between sympathy and empathy. Please see the appendix for resources/links used within our behaviour curriculum.

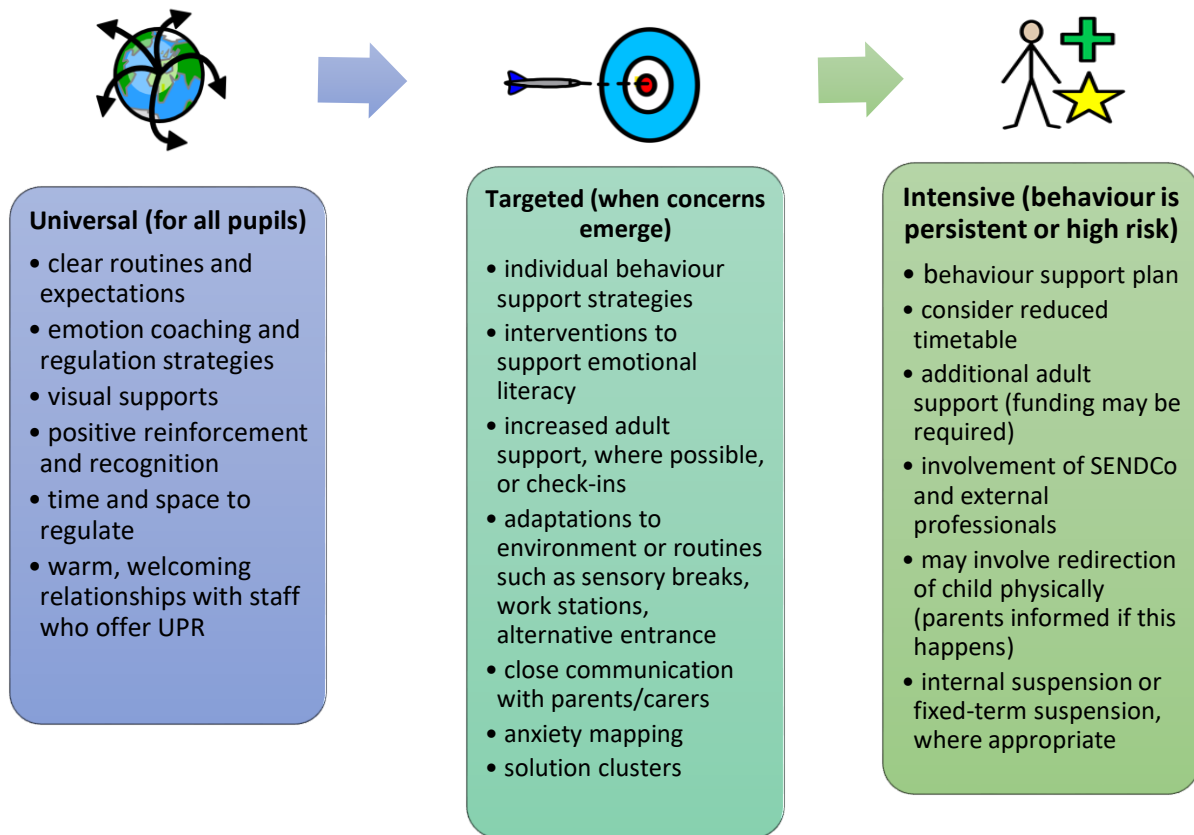
We believe that by fostering strong, positive relationships and teaching children emotional literacy, we equip them with the essential skills needed to uphold our school values: *Be Safe, Be Kind, and Be Respectful*.

What we believe about behaviour

- Behaviour is communication — it tells us something about how a child is feeling or what they need.
- Children learn behaviour the same way they learn reading or speaking: through modelling, teaching and practice.
- Behaviour can change – when pupils feel safe, experience nurturing relationships, and receive consistent praise. Change is gradual, so we set stepped expectations and teach behaviour through high standards, shared values and restorative approaches.
- Safety, connection and emotional regulation come before learning and expectations.
- Strong, positive relationships are essential to supporting and improving behaviour
- Being 'fair' doesn't mean that everyone has the same provision, instead this means that everyone has what they need.

Graduated Response to Behaviour

We use a graduated response, recognising that behaviour support should escalate only when earlier interventions have not been successful.



Alongside the graduated approach we have our non-negotiables to ensure the safety, dignity, and learning of all children and adults:

- Children and adults must not hurt others (physically or verbally)
- Children and adults must not intentionally damage property
- Children must follow adult instructions that are given to keep people safe
- Discriminatory or racist language or behaviour is never acceptable (see appendix for Anti-Racism Statement)
- Bullying behaviour is not tolerated (see appendix for Anti-Bullying Statement)

When non-negotiables are breached, the school will respond consistently, proportionately, and in line with this policy.

Relational Practice

We recognise that strong relationships must be consciously built, maintained and repaired when necessary and we strive to model this in all interactions: learner-learner, learner-staff, staff-staff, staff-parent. These relationships lead to a sense of belonging and security through which it is possible to begin to correct behaviour that is not socially acceptable.

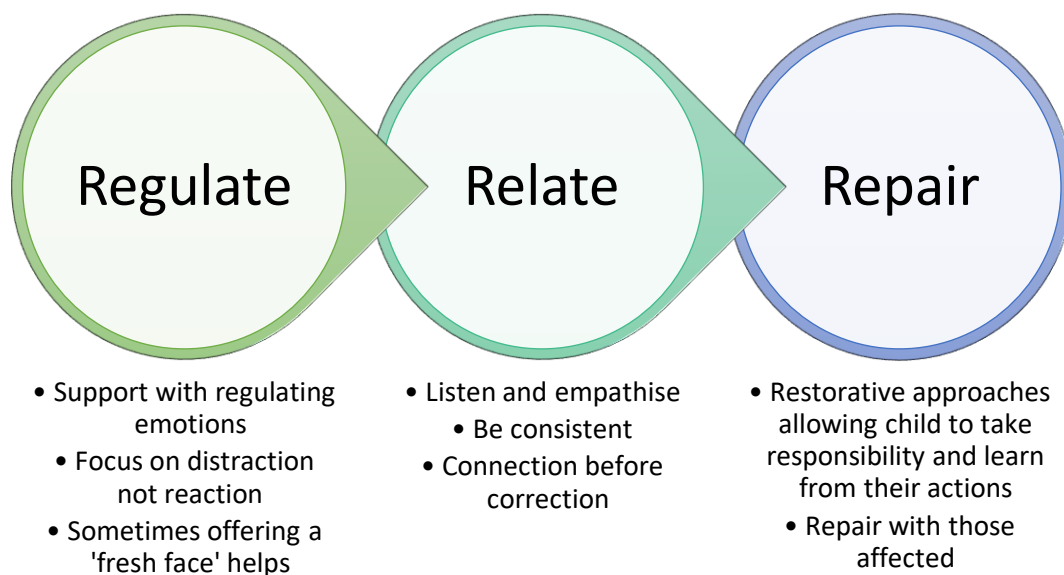
Our practice is based on our understanding of the neuro-sequential model of engagement, a framework developed by Dr Bruce Perry and adapted for use in schools by Positive Regard. Our universal approach is for every child to be able to understand their emotions and how their brain works.

In each class, we have Regulation Stations which provide a visual of the Hand Model of the Brain (see links in Appendix B for videos explaining this approach) and a scaled approach of numbers 1 to 5. This allows pupils to recognise when they might be moving up the scale and 'flipping their lid.' Our goal is to help children understand strategies that work for them to regulate themselves and reconnect their thinking brain (frontal cortex). Strategies will be different for every child and some children may require their own individual regulation station. Examples of a whole class regulation station can be found in Appendix C.

As part of our teaching and understanding on which strategies should be used to support our pupils regulate, we have to identify an individual's window of tolerance. Sometimes a child will be displaying behaviours in response to fight or flight responses, also referred to as *hyperarousal*. When these behaviours occur, we need to provide activities that ground a child or distract. If a child is in freeze mode and showing *hypoarousal* behaviours, strategies may be needed to increase their energy. Examples of strategies we might use can be found in Appendix D.

The Positive Regard framework

Staff focus on building trusting relationships, de-escalation, and preventative strategies, rather than focusing solely on reactive strategies. We respond to situations of unwanted behaviour with empathy and a commitment to understanding, as follows:



Responses to behaviour and how we can support

Recording

When behavioural incidents occur, staff record them on CPOMS using clear, factual language rather than emotive terms. We know that when children share incidents at home, this can feel very real and understandably emotional for parents. Those feelings are valid. At the same time, we ask for understanding that the school must remain objective so that records are fair and accurate for everyone involved. The member of staff who has the information on the incident or has dealt with it will inform the parents or carers via phone call or email. This should be on the day of the incident, however, sometimes this is not possible due to unforeseen circumstances and you will be informed the next school day. A member of the leadership team may update you where possible.

We also recognise that children may describe events differently depending on when and to whom they are speaking. To ensure fairness, we listen to every child involved, speak to witnesses and consider all perspectives — your child’s truth, another child’s truth and the fuller truth that emerges once all voices are heard. While some children may have a pattern of unkind behaviour, it is important they are not automatically blamed or treated as a scapegoat.

We encourage children to tell staff about incidents as soon as they happen so we can support them in the moment. The school will always investigate concerns thoroughly and sensitively, taking every report seriously while ensuring that all children are treated with dignity, care and fairness.

Framework

Sometimes we may use visuals to support conversations with children after an incident taking place. Some key questions might be:

Can you tell me what happened?

Who else has been affected by what happened?

What do we need to do to put this right?

When dealing with children who have caused disruption or who are dysregulated we may use phrases such as ‘I wonder...’ or ‘You seem...’. We may also use a script with the following sentence starters:

PERSPECTIVE
When you...

IMPACT
I feel...

SOLUTION
I need...

Positive behaviour

At Strathmore, we celebrate children's achievements in our weekly Celebration Assembly. Each week has a particular focus, such as taking pride in presentation. Class teachers select children to recognise, and those chosen are awarded a medal to wear throughout the following week. As a school, we do not use additional extrinsic rewards such as stickers or house points, as we believe positive behaviour should be intrinsically motivated.

During Celebration Assembly, children are also encouraged to share achievements from outside school, including hobbies, special events or anything they feel proud of. Birthdays are celebrated at this time too; please speak to staff if you prefer your child not to take part.

Children are welcome to share their learning with the leadership team at any time, and this work is displayed in the leadership office or main office to show how proud we are of their efforts.

Positive behaviours and strategies that have been particularly effective for individual children are recorded on CPOMS. This helps staff build strong relationships and develop a deeper understanding of what supports each child's regulation and wellbeing.

Emotional support

Some children may require support understanding their emotions and learning how to manage them in a healthy way. This could be through interventions such as Drawing and Talking, My time, social skills groups, circle times, PSHE lessons or assemblies on emotions and regulation strategies.

If they have been affected by another pupil's dysregulation, they may be offered some additional support on a 1:1 basis. During restorative conversations with children, they are asked if they require an apology in a certain format or preferred method. For example, some children prefer a face-to-face apology and some children prefer their apology in a picture or card.

Not all incidents following a dysregulated child will be shared with parents. However, children who have been hurt or have repeated offences from specific children that have been noted by parents and the school, will be informed on the day where possible. Most incidents will be reported by the class teacher at the end of the day verbally. Sometimes communication will need to be given via phone call or email if your child attends clubs or the teacher feels the communication needs to be more private.

Preventative measures

As we get to know our pupils, we can sometimes notice triggers for behaviour. If we can plan for it, we aim to prevent it. Some preventative measures could be:

- Offering a snack
- Going to assembly earlier than others, sitting at the back, not attending and having an alternative assembly
- Break time in a smaller area
- Informing them of timetable changes in advance or through social stories
- Regulation activity before a lesson which causes hyperarousal
- Pre-learning for parents to share at home

Educational consequences

When consequences need to be applied they should be logical, related to the situation, have a focus on learning and should take into consideration the needs and capacity of those involved. Examples of educational consequences can be found in Appendix E.

Responses may vary for different individuals because their needs are different. The Positive Regard approach refers to this as *flexible consistency*. It allows us to personalise support and make reasonable adjustments while maintaining high expectations, clear structure and shared responsibility.

Protective consequences

On some occasions, we may need to give protective consequences. This may involve the child being removed from the situation or the class being removed to prevent ongoing or further harm and/or disruption. Protective consequences can include but are not limited to:

- Having play times away from other children
- Being in one zone for play times rather than free access to all zones
- Additional adult support in school, on trips, in assemblies, etc
- Individual workstation in a specific location in class
- Restricted timetable
- Suspensions

Pupils with SEND

The school recognises that, at primary level, pupils may not always understand why their behaviour is inappropriate, and therefore their actions may be unintentional. This is particularly important to consider when a child has special educational needs or difficulties (SEND). Each situation is considered individually to ensure equity for all. As part of our approach, we work closely with the child to help them learn positive behaviour choices and to develop an understanding of how their actions affect others around them. However, even when behaviour is unintentional, further action may still be required if it is dangerous or persistently impacts others.

Repeated behaviours

We believe each child learns at their own pace and this is no different when it comes to behaviour. If we have tried a number of targeted approaches (see Graduated Approach, p3), we may need to move to Specialist support. This may include speaking to external professionals to seek further advice to support and understanding a child's behaviours, regular meetings with parents, creating a Risk Reduction plan. Some behaviours may be dangerous or a child may refuse to relocate from a learning space. In these circumstances, we may use open mittens or closed mittens to move the child. There will be another staff member present during the movement of a child and parents will be informed if this has happened.

Rearranging or redecoration

Sometimes a child will ‘flip their lid’ and disrupt the classroom by moving furniture. We refer to this in school as rearranging or redecoration. If this occurs, the dysregulated pupil may be removed from the classroom using open or closed mittens or the children will take their learning and relocate to the computing room or if this is in use, the spare classroom. The dysregulated child will be offered strategies to regulate. When regulated, the child will be encouraged to rearrange the space back to its original state as their educational consequence. Sometimes additional consequences will need to be given or parents will be asked to come into school to support during rearranging.

If the behaviour of one child is persistently disruptive, to the extent that the learning of his or her peers is significantly impacted, the school will take action to ensure that learning is not compromised. This may result in reduced timetables, internal suspensions or external suspensions. See Appendix F for more information on suspensions and when they might be actioned.

For those pupils who have witnessed rearranging in particular, we ensure they have a ‘debrief’ when the situation has been de-escalated. Staff will acknowledge how children may have felt, refer to the Hand Model of the brain and possible regulation strategies that can be accessed. They will reassure children they are safe and provide them with the opportunity to talk. If appropriate, staff will agree that the behaviours may have been unsafe and this is not acceptable, but are expected to offer unconditional positive regard to all children at all times.

Risk Reduction Plans

Some children will require a Risk Reduction Plan to support them in making the right choices in school and to guide staff on using the same strategies to ensure consistency. Parents may already have met with the SENDCo or class teacher to complete an Early Prognosis Tool and/or Pupil Concern form to explore the child’s behaviours. If completed, this information will help form the basis of the risk reduction plan. Sometimes this plan will need to be created as a response to escalating behaviours without this information.

Risk reduction plans will be reviewed with parents at agreed intervals, tailored to the individual child.

Bullying and racism

Other repeated behaviours that the school takes very seriously are those related to bullying and/or racism. We teach children about these topics through PSHE and our RHE curriculum, and they are regularly explored in assemblies, circle times and other events across the school year.

For further information on our Anti-Bullying approach and Anti-Racism statement, please see Appendix G and H.

Glossary:

Consequence: A logical, explainable response to pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Drawing and Talking: an intervention run by a trained individual to support a child's mental health. Please visit our website for more information [Your Child's Mental Health | Strathmore Infant and Nursery School](#)

Dysregulated: when someone is unable to control their emotions and actions. They need to be supported to regulate themselves.

Emotional literacy: The ability to read or recognise your own emotions and feelings and to read or recognise the emotions and feelings of others. The ability to understand and predict the impact of these feelings on actions and behaviours.

My time: this is a 1:1 intervention with a member of staff which gives the child some time each week to talk and share.

Regulation: when someone is in control of their feelings and actions.

Restorative conversations: time following an incident with an adult which involves asking four key questions to reflect on what happened, restore any issues that may have happened and plan how to handle the situation next time.

Solution cluster: sometimes staff will explore ideas on how to support a child as a small group. The solution cluster is aimed to address some key behaviours and provide some strategies to try immediately.

Suspension: a child is not to attend school on site and must remain at home for the agreed dates and times.

- **Internal suspension:** the child is working with a member of SLT for a period of time.
- **Fixed term suspension:** a set number of times / days a child cannot attend school. A managed move may be considered if the school felt it was moving to a permanent suspension. This is where the LA identifies another school which may be more suitable for the child and meetings are set up to discuss the child moving to their roll.
- **Permanent suspension:** a child is taken off roll at the school and can no longer attend the setting. The child will need to go to a new school.

Work station: this is an individual desk or space for a child to work at

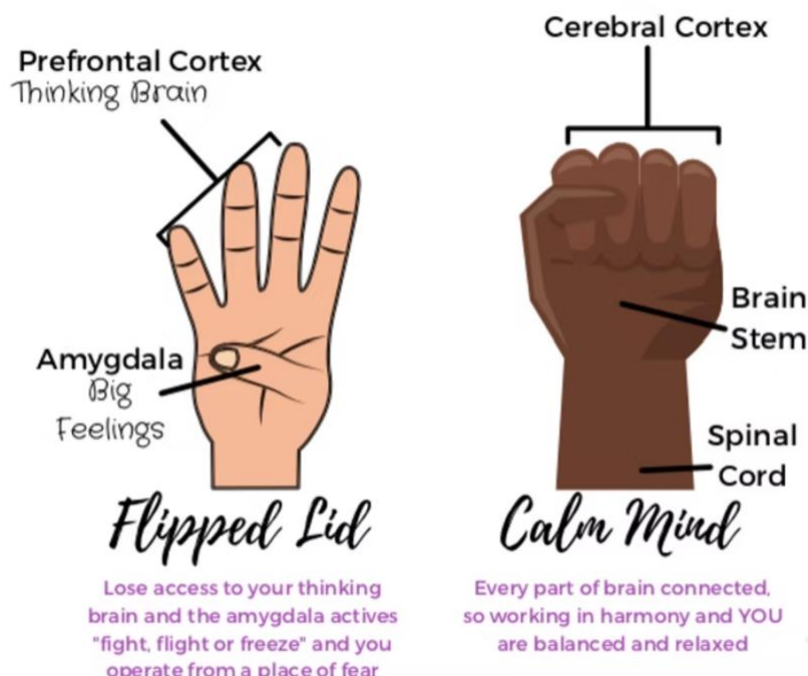
Appendix A

[Sympathy v empathy](#) – this link from Brené Brown is used for teaching staff about the difference between the two and the importance of listening to our children.

When we teach the children, we use this clip from [Inside Out](#) when sadness is empathising with Bing-Bong

Appendix B

- Hand model of the brain – Dr Bruce Perry (for adults) <https://www.youtube.com/watch?v=qFTIjLo1bK8>
- Hand model of the brain (for children) <https://youtu.be/Kx7PCzgOCGE>
- Alternative explanation: Dealing with emotions [The Brain House - BBC Teach](#) (this is aimed at Years 3 to 6 but suitable for younger children).



Appendix

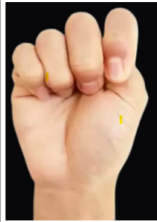





This is an a whole regulation will

strategies the cohort decide that works for them. Some children may require in individual charts.

C example of class station. This include

Regulation Station

Appendix D

	Scale	May feel like	Strategies to try
	5		
	4		
	3		
	2		
	1		

Hyperarousal

Might look like:
 Angry outbursts, very excited, running, tension/shaking, difficulty concentrating, unable to rest, anxiety

- Try:
- Weighted blanket
 - Sensory den
 - Deep breathing
 - Climbing trees
 - Carrying heavy paper
 - Slam ball
 - Grounding techniques such as walking like an animal, pushing against walls, press ups on chair
 - Sensory lights
 - Meditation
 - Yoga
 - Chimes for calming
 - Tearing card
 - Rolling on or in a mat
 - Digging / sand play
 - Bubbles
 - Stretch suit
 - Colouring
 - Would you rather questions?

Hyporarousal

Might look like:
 Depression, disconnected, quiet, shut down, memory loss, low energy, physical lethargy, 'I just don't remember'

- Try:
- Active wall
 - Sensory circuit
 - Food
 - Sensory board
 - Activate senses (music, touch, food, eye spy, herbs)
 - Sensory den / blanket for comfort
 - Walking and using senses
 - Deep pressure (squeezing legs, arms, etc)
 - Spotting a thing for each letter of the alphabet or chosen letters
 - Dancing / Charanga
 - Digging / sand play
 - Bubbles
 - Colouring
 - Marble run
 - Lego challenge
 - Would you rather questions?
 - Thunks: are there more wheels than windows in the school?

Appendix E

Scenario	Educational or protective consequence
Child laying on the floor refusing to move (not hurting others)	<p>Leave and reassure and I am here when you need me.</p> <p>You can work there if you prefer.</p>
Child laying on the floor refusing to move (kicking chairs, kicking tables)	<p>You are being unsafe and disrupting learning, we will need to move you.</p> <p>Put hand on legs or feet when kicking to stop it.</p> <p>Call SLT if not listening to any adults or remove children and relocate.</p>
Child scribbled on the front of their book with pencil or on a display or the wall	<p>Ask child to rub out scribbles.</p> <p>Site manager to model cleaning if on the walls and child too young.</p>
Children blocking interactive whiteboard and stopping teaching taking place	<p>First, ask them to move in a positive way. Engage with them and redirect to their learning.</p> <p>Stand up and encourage them to move. Use open mitten escort.</p> <p>Visual on whiteboard - adults only or not touching.</p>

Appendix F

Internal suspension

This may be given as a consequence when the child needs to regulate outside of class for a short period of time. They may complete their learning with a member of the leadership team or in another classroom. Some internal suspensions require the child to be out of class for a whole morning or whole day due to repeated unsafe or disruptive behaviours. The child will complete learning away from their peers with the leadership team. Learning will include class based learning, restorative conversations and other aspects of Intensive Support. Internal suspensions give time and space for the child's class to engage with learning and have their own restorative conversations. They are given immediately after unsafe or disruptive behaviour, where possible, or the next school day.

Parents will be informed of all internal suspensions. Some internal suspensions will require the child to come into school via the main entrance and meet with the leadership team before the day begins.

If internal suspensions continue for persistent behaviours, the leadership team may decide that an external suspension is necessary. Internal suspensions require substantial leadership capacity and can impact the effective running of the school.

External suspension

With an external suspension, pupils are not permitted to be in school and are expected to complete learning provided by the school, including Oak Academy online learning, at home.

External suspensions may range from 1 to 5 days. A first suspension will typically be for 1 day; if similar behaviours persist, the length may increase to 2 days or more. External suspensions may be issued when:

- a pupil needs time away to regulate and reflect on their behaviour;
- staff require time to consult external professionals, meet as a team, and create or amend support plans;
- restorative conversations are needed with pupils affected;
- the wellbeing of pupils and staff needs to be considered following the incident.

This list is not exhaustive. Serious behaviours, such as targeted bullying or dangerous actions, may result in an immediate external suspension.

Following an external suspension, the pupil and parents will be invited to a reintegration meeting to discuss how the child will be supported in making the right behaviour choices. If a risk reduction plan has been created in their absence, this will be shared with parents either in the meeting or within 5 school days of the suspension taking place. This will be reviewed as agreed with parents and the staff member.

Appendix G

Anti-Bullying Approach

We are committed to providing a caring, friendly and safe environment for all our pupils, so that they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable at Strathmore. If bullying does occur all pupils should recognise it and be confident enough to tell an adult, knowing that incidents will be dealt with promptly and effectively. Because our pupils are very young, parents too should be able to speak to any member of staff regarding concerns about bullying.

What is bullying?

Bullying is the persistent use of aggression (explained to the children as “several times on purpose”) with the intention of hurting another person. It can take many forms:

Emotional	Being unfriendly, excluding, tormenting
Physical	Pushing, kicking, pinching, hitting or any use of violence
Sexual	Unwanted physical contact or sexually abusive comments or acts
Racist	Racial taunts, comments (e.g. about religion and belief)
Verbal	Name calling, sarcasm, spreading rumours, teasing
Homophobic	Name calling and hurtful use of the word ‘gay’
Cyberbullying	Use of new technologies (computers, mobile phones etc.) to taunt or threaten
Child-on-child	Can be motivated by perceived differences, e.g. grounds of race, religion, gender, sexual orientation, disability or other differences. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline.

Why is it important to respond to bullying?

Bullying hurts. Every child or adult has the right to be treated with respect which is one of our school’s core values.

Signs and Symptoms

A child may indicate by changes in their behaviour that they are being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Is unwilling to come to school
- Begins to complain of feeling ill to avoid attending school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Cannot go to sleep or has nightmares
- Tries to run out of school
- Arrives home from school with damaged clothes or possessions
- Starts stealing money
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable

- Is bullying other pupils or siblings
- Stops eating
- Begins soiling or wetting
- Is frightened to say what's wrong

These signs and symptoms could indicate other problems, but bullying should be considered a possibility and be investigated.

Procedures

If you are concerned your child might be being bullied, please contact your child's class teacher in the first instance who will investigate the matter further. This may include looking at historic incidents, talking to the children in question individually, monitoring behaviours at break times or during lessons, liaising with colleagues, etc. Most incidents can be addressed through circle times, incident specific lessons, assemblies or mediation.

However, if the teacher feels there is sufficient evidence to say the child is being bullied, they must escalate their concerns to the Senior Leadership Team (SLT) who will investigate further. Parents of the perpetrator and victim will be informed and involved in the investigation within 2 days of the issue being highlighted to SLT. A follow up conversation will be had with children and parents 3 weeks following the investigation to check the issue has been resolved. SLT will update CPOMS with any incidents of bullying and governors will be informed termly.

If parents raise concerns to the school and similar behaviours continue within a short period, the school may consider whether these meet the definition of bullying. In some cases, the school may have a broader context or understanding of a child's behaviour. Where appropriate and with parental consent, relevant information may be shared to support understanding. At times, behaviours may appear to be bullying; however, some children experience repeated emotional dysregulation that impacts multiple peers. While this does not minimise the impact on others, it may explain why incidents are not always classified as bullying.

Bullying incidents which occur outside of school will be investigated if they are reported and impact on school life.

Prevention

Children will be made aware of bullying and how to prevent it through circle time sessions, class teaching, assemblies, or other appropriate resources and taking part in themed behaviour school focuses. They will be taught to distinguish between bullying and other hurtful and unkind incidents. A range of stories, poems and role play activities will be used to support children's understanding of bullying.

As part of our school ethos all children are encouraged to be independent and their self-esteem is raised at every opportunity. Children are reminded continually that if they have a problem or know that another child has a problem, they need to tell someone, preferably an adult.

New parents are made aware of the importance of telling adults in school if they think their child is being bullied, and that we will investigate immediately.

Appendix H

Anti-Racism Statement

At our school, everyone is welcome. We treat all people with kindness, no matter what they look like, where they come from, or what their skin colour is. If someone says or does something unkind about another person's race, we take it seriously and help children understand why it is wrong. We learn to celebrate our differences and to stand up for each other.

We are proud to promote Belonging, Inclusion and Diversity at Strathmore and ensure these are interwoven seamlessly throughout our curriculum and day to day life in school.

If you have any concerns related to racism, please speak with your child's class teacher as soon as possible so we can address the matter promptly and sensitively.