



Arden Forest Infant School

Behaviour and Relationships Policy

Approved by:	Headteacher - R Gunn	Date: 24.09.26
	Chair of Governors – T Hoskin	
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1. Our Vision:

Included, Inspired, Successful

Our Behaviour Mission: To be a respectful school community where every child feels safe, valued, included and able to succeed.

At Arden Forest Infant School, we believe that positive behaviour is built through strong relationships, clear routines and consistent responses. We maintain high expectations for all pupils whilst recognising that children develop, learn and communicate in different ways.

Our Behaviour and Relationships Policy is underpinned by our shared values of:

- Respect
- Responsibility
- Empathy
- Honesty
- Tolerance

We believe:

- Behaviour is everyone's responsibility.
- Every child deserves dignity, kindness and respect.
- Strong relationships support strong learning.
- Behaviour is a form of communication.
- Pupils must be explicitly taught the behaviours and routines needed for success.
- Consistent adult responses help children feel safe and secure.
- Positive behaviour should be recognised and celebrated.
- Support should be provided when pupils find it difficult to meet expectations.
- Our work is strengthened through partnership with families.

When behaviour is consistently positive:

- Learning time is maximised.
- Children achieve more academically and socially.
- Pupils feel happier and more confident.
- Staff wellbeing and job satisfaction improve.
- Strong communities are created.

PART ONE: RELATIONSHIPS

2. Creating a Respectful School Community

Relationships are at the heart of everything we do.

We strive to create a culture where every child:

- Feels safe.
- Feels a sense of belonging.
- Knows they are valued.
- Trusts that adults will help them.
- Understands that mistakes are opportunities for learning and growth.

Our approach is based on high warmth and high expectations. We combine nurture with clear boundaries and consistency.

We recognise that some pupils may have experienced adversity, trauma, loss or significant life events that affect their wellbeing and behaviour. Staff are trained to respond with empathy, curiosity and professionalism whilst maintaining clear expectations.

3. Our Shared Responsibilities

Through collaboration between pupils, families and staff, we have agreed three core responsibilities.

We all have a responsibility to:

Learn and let others learn
Be kind and respectful
Keep myself and others safe

These responsibilities are visible throughout school and are regularly discussed through assemblies, PSHE lessons, circle times and daily interactions.

Adults actively model these responsibilities every day.

4. Working in Partnership with Families

Parents and carers are essential partners in supporting behaviour and relationships.

We work together by:

- Sharing high expectations.
- Communicating concerns promptly.
- Celebrating success.
- Identifying support at an early stage.
- Working collaboratively to remove barriers to success.

Where additional support is needed, families may be involved in:

- Early Support processes
- Family Support services
- SEND reviews
- Multi-agency meetings
- Personalised behaviour support plans

PART TWO: ROUTINES

5. Our Behaviour Curriculum

Just as children are taught reading, writing and mathematics, they are taught how to behave successfully within our school community.

Our Behaviour Curriculum explicitly teaches:

- What respectful behaviour looks like.
- What behaviours are expected.
- What behaviours are unacceptable.
- How to interact positively with others.
- How to regulate emotions.
- How to contribute to a safe learning environment.

Expected behaviours are taught, modelled, practised, reinforced and revisited throughout a pupil's time at Arden Forest Infant School.

6. Our Learning Behaviours

We explicitly teach six learning behaviours that support success both in school and beyond.

Children are encouraged to:

- Listen actively
- Participate enthusiastically
- Persevere when challenged
- Reflect on learning
- Work independently
- Work collaboratively

These behaviours are recognised and celebrated throughout school life.



participate

someone who joins in, is prepared and self-motivated

What this looks like in the classroom:

- gets the things they need, e.g. 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, cutlery etc.
- waits patiently for their turn
- wonderful walking



problem solve

someone who is curious, wants to find solutions and achieve their best

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



persevere

someone who doesn't give up, determined and is 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



enthusiastic

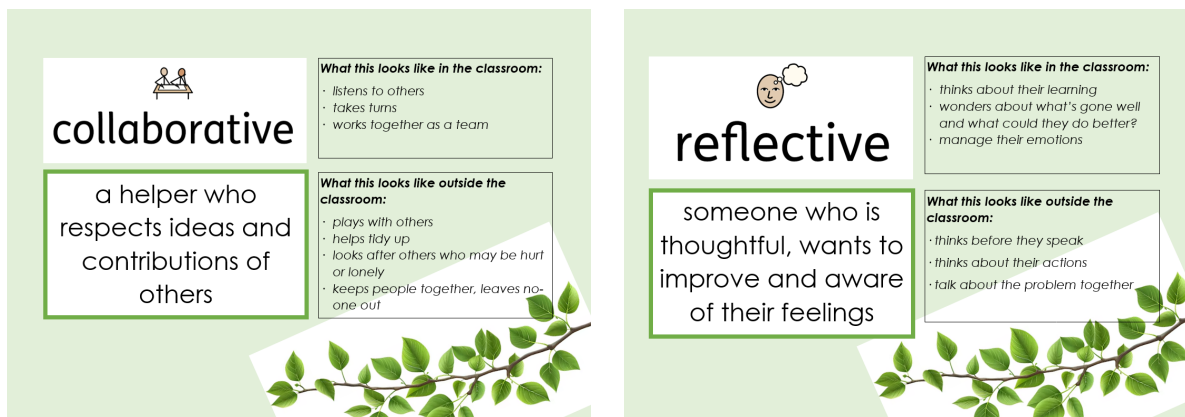
someone who enjoys learning and is proud of their achievements

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



7. Everyday Routines

Clear routines reduce anxiety, create certainty and allow children to focus on learning.

Classroom Routines

Children are taught to:

- Sit appropriately.
- Listen attentively.
- Follow instructions.
- Participate positively.
- Complete work to the best of their ability.
- Respect the learning of others.

Teachers will:

- Display the school responsibilities in class.
- Having high expectations for pupils.
- Being positive about all of our pupils.
- Maintaining positive relationships with each other, our pupils and their families.
- Modelling our responsibilities.
- Creating an enabling learning environment where pupils are fully equipped to demonstrate their responsibilities.
- Deliver explicit teaching on respect, what this means and behaviours that are respectful, through dedicated PSHE sessions, our bespoke Assembly programme and in response to specific needs and incidents.
- Reflecting on our responsibilities in class and assemblies.
- Giving meaningful praise to pupils.

Around School

Children are taught to:

- Walk calmly.
- Line up sensibly.
- Move safely around the building.

- Care for the environment.
- Use polite manners.

Lunchtimes and Playtimes

Children are taught to:

- Play safely.
- Include others.
- Use kind words.
- Seek adult support when needed.
- Resolve disagreements appropriately.

Educational Visits and School Events

The same expectations apply during all school activities, including:

- Educational visits
- Residential experiences
- Sporting events
- Clubs
- Transport to and from school where appropriate

8. Teaching Respect and Emotional Wellbeing

Positive behaviour is supported through:

- PSHE
- Assembly programmes
- British Values education
- Anti-bullying education
- Online safety
- Emotional literacy
- Protective Behaviours, Taking Care

Children are taught what respectful behaviour looks like and why it matters.

Protective Behaviours, Taking Care

The Protective Behaviours Framework develops pupils' knowledge and understanding of how they can keep themselves safe.

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 pupils 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.

9. Recognition and Celebration

We believe positive behaviour should be recognised consistently.

Recognition may include:

- Verbal praise
- Class Dojos
- School Families
- Star of the Week
- Golden Table
- Certificates
- Celebration assemblies
- Positions of responsibility
- Communication with families
- End of Year Awards celebration, including for each class a Teacher Award for Achievement in Personal Values and Relationships; Headteacher Award for Learning Behaviours; Governor Award for Progress and for one pupils from Year Two, the Shirley Stoney Contribution to the School Award.'



Birch	Hazel	Oak	Willow
			

Recognition highlights the behaviour being celebrated and reinforces our values, responsibilities and learning behaviours.

PART THREE: RESPONSES

10. Principles of Adult Response

All adults will respond to behaviour:

- Calmly
- Predictably

- Consistently
- Fairly
- Respectfully
- Proportionately

When responding to behaviour, our priorities are:

1. Keep everyone safe.
2. Restore calm.
3. Support regulation.
4. Repair relationships.
5. Return children to learning.

11. Supporting Emotional Regulation

We recognise that children cannot always regulate emotions independently.

Our approach includes:

Zones of Regulation

Children learn to:

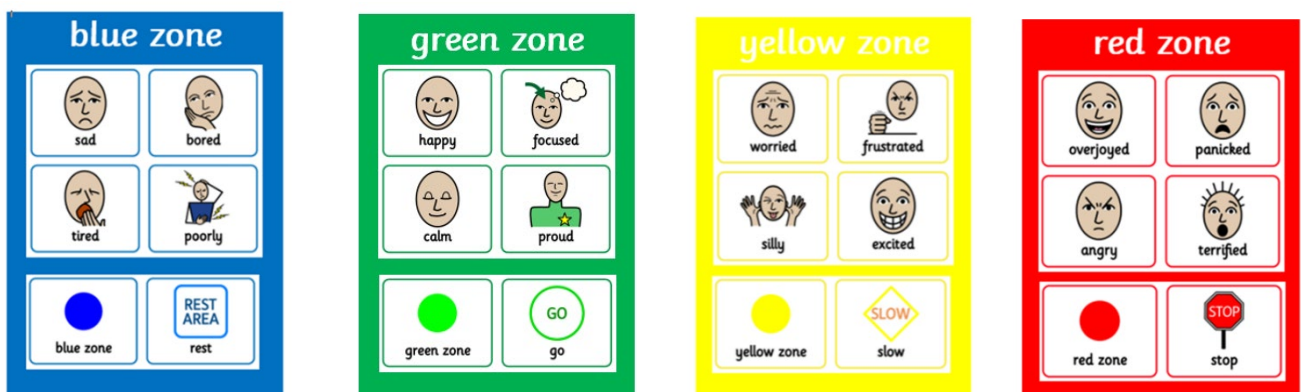
- Recognise emotions.
- Understand emotional states.
- Develop self-regulation strategies.
- Build personal toolkits for success.

We teach the Zones of Regulation to support understanding of feelings linked to a particular colour.

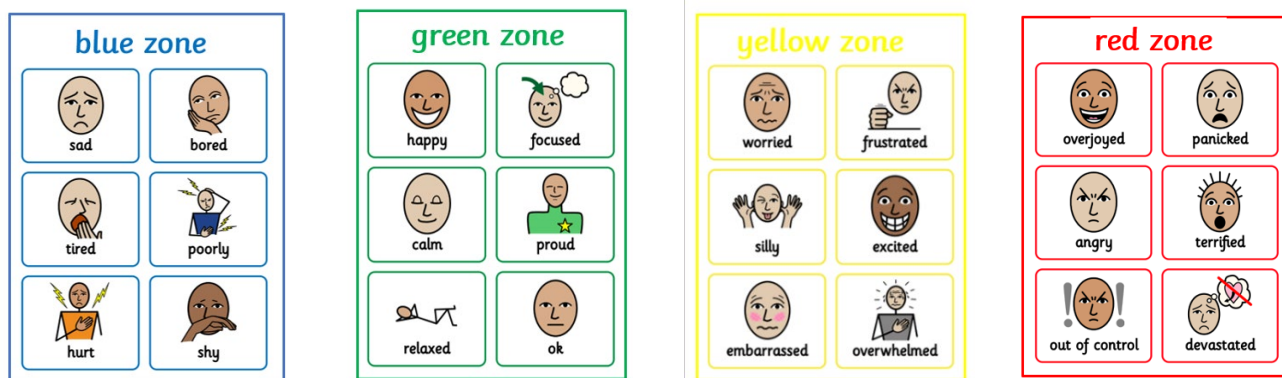
Each class has a daily check in that reflect the zones where pupils put their name or photo to show which zone they are in. This enables staff to give pupils any support that might be needed. Pupils are able to move between different Zones throughout the day.

Within the Zones, pupils consider the size of a problem and their response to it. They also learn about the effects of their behaviour on others.

Zones visuals used and displayed in Reception



Zones visuals used and displayed in Key Stage One



Emotion Coaching

Adults:

- Notice feelings.
- Validate emotions.
- Support understanding.
- Help children problem solve.

The 'Emotion Coaching' approach enables adults to communicate more effectively and consistently with pupils in stressful situations.

Adults in school will respond by focusing on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Showing empathy for a pupil's emotions and then providing positive guidance on how to move forward.

Staff will also have an awareness of their own emotions, remaining calm and consistent whilst helping the pupil.

PACE

Adults use:

- **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.

to strengthen relationships and support emotional wellbeing.

PACE is a way for staff to therapeutically engage in conversation with pupils, allowing our pupils to reflect on their thoughts and behaviours without being judged. We value PACE as a secure and reflective approach that concentrates on the whole pupil, not just a pupil's behaviour.

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

12. Graduated Approach to Behaviour

The school's approach is based on the principle that most behavioural difficulties are prevented through strong relationships, predictable routines and consistent teaching of expectations. Staff should always begin with the least intrusive intervention and escalate only when necessary.

Stage 1: Universal Response Remind → Redirect → Re-teach → Praise

All staff will:

- Use consistent classroom routines.
- Reinforce and recognise positive behaviour.
- Use non-verbal cues and reminders.
- Redirect pupils to the expected behaviour.
- Maintain a calm and professional manner.

Stage 2: Targeted Response Verbal reminder → Choice → Coaching conversation

Where behaviour continues:

- Give a clear verbal reminder of the expectation.
- Re-teach the relevant routine or behaviour.
- Offer a choice and explain consequences.
- Provide a brief restorative or coaching conversation.
- Adjust seating or provide additional support.

Stage 3: Intensive Response Leadership support → Reflection → Parent contact

Where behaviour persists or disruption becomes significant:

- Seek support from a middle or senior leader.

- Use a short, planned removal from the environment if appropriate.
- Facilitate a restorative reflection conversation.
- Inform parents or carers.
- Record and monitor behaviour patterns.

Stage 4: Individualised Response Behaviour plan → SEND/Pastoral support → Multi-agency involvement

For pupils who require additional support:

- Develop an individual behaviour support plan.
- Work with pastoral, SEND and safeguarding teams.
- Engage parents and external agencies where appropriate.
- Review strategies regularly and adapt provision as needed.

13. Significant or Unsafe Behaviour

Where behaviour becomes unsafe or significantly disrupts learning:

- Staff will prioritise safety.
- Additional support will be sought immediately.
- Incidents will be recorded on CPOMS.
- Parents will be informed on the same day.
- The pupil will be supported to regulate and reflect.
- Relationships will be repaired through restorative discussions.
- A review will take place to identify triggers and preventative strategies.

14. Removal from Learning

Removal from a classroom is a serious response and will only be used:

- To maintain safety.
- To restore calm.
- To enable learning to continue.
- To support a pupil in regaining regulation.

Removal is not a punishment.

Parents will be informed the same day.

A planned reintegration conversation will always take place before returning to class.

15. Suspension and Permanent Exclusion

Suspension and permanent exclusion are used only in exceptional circumstances and in accordance with current statutory guidance and Warwickshire procedures.

The school will always seek to identify appropriate support and interventions before considering exclusion.

PART FOUR: ADDITIONAL SUPPORT

16. Meeting the Needs of Vulnerable Learners and Pupils with SEND

Some pupils require additional support to meet behaviour expectations.

Support may include:

- Reasonable adjustments
- Individual risk assessments
- Positive Handling Plans
- One Page Profiles
- Alternative rewards
- Movement breaks
- Sensory adjustments
- Regulation programmes
- Pastoral support
- SENCO support and advice
- Support and advice from external professionals, eg STS, Educational Psychologist, CAHMs, Social Services etc

We will always consider whether a pupil's SEND, wellbeing, trauma history or other vulnerability may be affecting behaviour.

'...exceptions should be exceptional, with good reason, and coherent with other exceptions'
Tom Bennett, *Creating a Culture*, 2017 p42.

17. Preventing Recurring Behaviour Difficulties

Where patterns emerge we may provide:

- Behaviour support plans
- Targeted pastoral interventions
- Mentoring
- Family support
- SEND assessment
- Early Help
- Multi-agency involvement

The aim is always to understand the underlying need and support positive change.

PART FIVE: SAFETY, MONITORING AND REVIEW

18. Recording Behaviour

Staff record significant incidents on CPOMS, i.e. where a pupil's behaviour has been unsafe to themselves, others or the environment, incidents; and be recorded in the day that they have happened by the adults who saw, were involved or intervened in the situation.

Records should:

- Be factual.
 - Be non-judgemental.
 - Include pupil voice.
 - Include actions taken.
 - Include parent communication.
-
- For some pupils, staff may notice a change in behaviours over a period of time and a reflective CPOMS log should be completed.
 - CPOMS incidents and vulnerable learners are discussed between Safeguarding Leads at weekly Families Meeting.
 - Educational Psychology ABC charts are also used for some individual pupils to identify patterns and triggers.

Behaviour data is reviewed regularly to identify trends and areas for improvement.

19. Use of Reasonable Force

The use of reasonable force is extremely rare. 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 as per the Safer Handling CPD and Training.

It may only be used where necessary to:

- Prevent injury.
- Prevent serious damage.
- Maintain safety.

Any 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/carers will be informed as per the school's 'Use of Restrictive Interventions Policy', in accordance with Restrictive Interventions Guidance, DfE, April 2026.

20. Staff Development and Wellbeing

We recognise that positive behaviour cultures depend on supported and well-trained staff.

The school will:

- Provide regular professional development.
- Offer support following significant incidents.
- Promote reflective practice.
- Prioritise staff wellbeing.

21. Monitoring and Review

Governors and leaders will review:

- Behaviour trends
- CPOMS data
- Attendance
- Suspensions
- Pupil voice
- Parent voice
- Staff feedback

This ensures our Behaviour and Relationships Policy remains effective, inclusive and reflective of our values.

Appendix A - Behaviours Permitted, Prohibited and Encouraged

   Arden Forest Respectful Community
I am respectful if I am: • polite - holding door open, say please, thank you, • ready to learn - good sitting, looking and listening • honest and kind with my words, hands and feet • respectful to others and environment • enthusiastic about learning, participating and persevering in all activities • reflective in my learning and in my actions • tolerant and accept differences I: • give my best effort to complete work of high standard • line up and walk sensibly around the school • wear the correct uniform
I am not respectful if I am: • rude - shrugging shoulders, rolling eyes, pulling faces, arguing back, • not ready to learn – not sitting, looking or listening • dishonest and unkind with my words, hands and feet • disrespectful - ignoring others, damaging property • unenthusiastic - do not participate or persevere • not thoughtful or do not own my actions • not tolerant and accept differences I: • do not complete expected work or do not focus • run or skip around school • wear incorrect uniform
Behaviours not expectable at Arden Forest: • refusal to do what adults ask • disrupting others learning • backchat, shouting or swearing • throwing objects • hurting others with words or actions - fighting and bullying • intolerance of others and their differences

Appendix B – Child-Friendly Behaviour Expectations

	I am respectful if I am:	
polite		
ready to learn		
honest		
respectful		
enthusiastic		
reflective		
tolerant		
best effort		
walk sensibly		
in uniform		

Appendix C – Recognition and Celebration Systems

- **Celebration Assembly**

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

- **Star of the Week**

A pupil from each class is awarded a 'Star of the Week' certificate. These are given for special achievements observed by staff or other pupils, linked to our values, learning behaviours or responsibilities. Parents and carers are invited to join our assembly when their pupil 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 pupil. 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 pupils 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 communications with parents on Class Dojo. Pupils 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 values 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 pupils in class based on a pupil's feelings and wishes. For example, the sharing of a birthday for pupils and staff. This could also include a new baby or a religious or cultural event.

- **Personalised rewards**

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

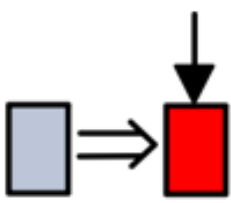
- **End of Year Celebrations**

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 Values and Relationships
- Headteacher Award for Learning Behaviours

- Governor Award for Progress

A pupil 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 pupil from their time at our school.

Rewards	Consequences
praise class dojos stickers stamps Golden Table children's awards star of the week 	reminder time in miss time at break or lunch parents/carers informed Head teacher's office suspension /exclusion 

Appendix D – Graduated Response to Behaviour Expectations

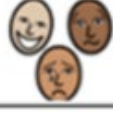
How staff will respond to behaviour, moving from prevention through to intervention.

1. UNIVERSAL RESPONSE		Remind → Redirect → Re-teach → Praise
Use established routines: • Non-verbal reminders • Positive reinforcement • Redirect to learning • Restorative language	Examples of Positive Support & Action: ☐ Eye contact ☐ Visual prompt ☐ Silent gesture ☐ Recognition of expected behaviours demonstrated by other pupils.	
Behaviour improves?		
YES Return to learning and acknowledge positive choices	NO Move to Targeted Response	
2. TARGETED RESPONSE		Verbal reminder → Choice → Coaching conversation
Positive Reminder • Verbal reminder • Re-teach expectation	Examples: ☐ Reminder of expectation ☐ Redirection to learning e.g. "Mabel, we are listening when someone else is talking." Or "Mabel, show me good sitting."	
Choice Reminder • Offer choice • Brief coaching conversation	Examples: ☐ Clear choice ☐ Opportunity to correct behaviour e.g. "Mabel, you're still talking and we are all ready for learning, good sitting now. Or "Mabel, you can sit here and join in or you can sit beside me for a few minutes. You choose."	
Reset • Seat move/support strategy	If disruption continues: ☐ Change of position ☐ Brief regulation break ☐ Adult support Emphasis on regulation reset and return to learning – use regulation strategies rather than punishment. <i>"You need a little time to get ready to learn. Come and sit here, then you can re-join us."</i>	
Repair • Restorative conversation	At the end of the session: ☐ Reflection ☐ Restorative discussion ☐ Problem solving Check in with the pupil's feelings. <i>"What happened?"</i> <i>What were you doing?</i> <i>Who was affected?</i> <i>What should you do differently next time?</i> <i>How can we put this right?"</i>	
Behaviour improves?		

YES Return to learning and acknowledge positive choices	NO Move to Intensive Response
3. INTENSIVE RESPONSE <i>Leadership support → Reflection → Parent contact</i>	
• Time-limited removal • Senior staff support • Reflection conversation • Parent/carer contact • Behaviour support plan	Start here if pupil is highly dysregulated and causing disruption or harm: ☐ use distraction (PACE) in the first instance. ☐ Emotion Coaching '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 pupil being with you. ☐ Pastoral support ☐ SLT involvement ☐ Individualised support
Behaviour remains significant?	
NO Monitor and review	YES
4. INDIVIDUALISED RESPONSE <i>Behaviour plan → SEND/Pastoral support → Multi-agency involvement</i>	
• Multi-agency involvement • Risk assessment • Pastoral intervention • SEND review (where relevant) • Personalised behaviour plan	

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

Appendix E – Emotion Coaching Script

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	

Appendix F – Home-School Behaviour Partnership Charter

Arden Forest Infant School

"Included, Inspired, Successful"



Behaviour Partnership Charter

2026-2027

We are a respectful community

At Arden Forest Infant School, we believe that children achieve their best when home and school work together.

We are committed to creating a safe and calm environment where everyone feels valued, develops a strong sense of belonging, and is empowered to be successful academically and socially.

Behaviour is everyone's responsibility.

Our Shared Personal Values:

Respect - Responsibility - Empathy - Honesty - Tolerance

School Responsibilities:

Be kind and respectful
Learn and let others learn
To keep myself and others safe

Our Children Will:

- ◆ Be kind, courteous and respectful to others.
- ◆ Listen carefully and follow instructions.
- ◆ Try their best in learning and play.
- ◆ Look after our school, resources, and environment.
- ◆ Be honest and truthful
- ◆ Tell a trusted adult when they need help.

Our Parents and Carers Will:

- ◆ Support the school's values and expectations.
- ◆ Encourage kindness, respect, honesty and good behaviour.
- ◆ Ensure their child attends school regularly and arrives ready to learn.
- ◆ Work in partnership with staff to help their child succeed.
- ◆ Communicate any concerns promptly and respectfully.
- ◆ Celebrate their child's achievements and efforts.

Our School Will:

- ◆ Build positive relationships with every child and family.
- ◆ Teach and model respectful behaviour.
- ◆ Provide a safe, inclusive, and caring environment.
- ◆ Celebrate effort, kindness and achievement.
- ◆ Support children to learn from mistakes, be honest and make positive choices.
- ◆ Communicate openly and respectfully with families.

Our Promise

We will work together to help every child feel safe, valued, respected, and ready to learn.

Child:

Parent/Carer:

Class Teacher:

Date: