

Haddenham Community Infant School

Behaviour and Relationships Policy

Adopted: July 2026

Review Date: July 2027

1. Statutory Framework and Core Principles

This policy is written in strict accordance with **Section 89 of the Education and Inspections Act 2006**, the DfE statutory guidance "**Behaviour in Schools**", and **Keeping Children Safe in Education (KCSIE)**. It operates in conjunction with the school's *Anti-Bullying Policy*, *Safeguarding and Child Protection Policy*, and *Equality Objectives*.

The Governors and staff at Haddenham Community Infant School believe that a functional, nurturing community requires shared principles:

- **High Expectations & Clear Boundaries:** Pupils learn that choices and actions have consequences.
- **Behaviour as Communication:** Adults recognise that anxiety, frustration, or distress are forms of emotional communication. We seek to understand the underlying purpose a behaviour serves.
- **Self-Regulation and Autonomy:** We teach self-regulation through the *Zones of Regulation* framework.
- **The Goal of Self-Discipline:** We guide young children away from blind compliance and toward authentic self-discipline and empathy.

2. School Values & Anti-Bullying Culture

Our policy runs alongside our core values: **Resilience, Kindness, Teamwork, Honesty, Respect and Compassion. (1 per half term)**

Prejudice-Based and Discriminatory Bullying Prevention

We proactively prevent bullying, cyberbullying, and prejudice-based discrimination through:

- A weekly, structured PSHE (Personal, Social, Health and Economic) curriculum.
- Explicit termly values assemblies with visual anchors displayed across all classrooms.
- Clear modelling by all adults of tolerance, patience, and citizenship.
- Inclusivity: Our principles fully encompass and protect all members of the school community regardless of their "Protected Characteristics" (Equality Act 2010)
- Annual revision at the beginning of Autumn term of behaviour scripts and expectations that children know and understand.
- Establishing each September "Class team" so each member of the class is part of the "team" and a cohesive unit; whereby each person in the class supports all the others.
- Immediate recording of any discriminatory language on CPOMS, which triggers direct SLT intervention and mandatory parental notification.
- We will never downplay, dismiss, or tolerate harmful behaviors as "just a phase," "playful fighting," or "just children being children." We understand that early intervention at the infant stage is vital to preventing harmful behaviors from escalating as children grow older.

3. Whole-School Positive Recognition & Rewards

The fundamental reward for our children is a happy, safe, and caring learning environment. To encourage positive steps each day, we use a distinct visual praise system.

The Rainbow Ladder (EYFS & Key Stage 1)

The Rainbow Ladder is our primary classroom-based positive reinforcement framework:

- **Red:** Outstanding
- **Orange:** Role Model
- **Yellow:** Great Job
- **Green:** Good Choices
- **Blue:** Ready to Learn (*Daily Reset Starting Point*)
- **Indigo:** Think About It
- **Violet:** Make Better Choices

The Fresh Start Rule: In EYFS, children start the week on *Blue*. In KS1, children begin on *Blue* every single day. If a child moves down the ladder, they return to *Blue* the following morning. No misdemeanour lasts more than one single day. Every child who reaches *Red* (*Outstanding*) receives a physical certificate to take home that day detailing their positive choices.

Whole class peg KS1 only: A whole class peg can be moved up the rainbow chart for whole class progress towards something they have collectively achieved or made progress towards.

Additional Specific Rewards

- **Values Awards:** Children receive a Values certificate when demonstrating a school value. Every half-term, parents are invited to a *Values Celebration Assembly* to watch their child receive a certificate from the Headteacher.
- **Public Recognition:** Commendable work is highlighted by teachers and featured in the school newsletter.
- **Weekly celebration:** A weekly celebration assembly occurs to celebrate special events in children's lives such as; milestones, birthdays and achievements in hobbies.

4. Emotional Wellbeing & The Zones of Regulation Framework

At Haddenham Community Infant School, we recognize that emotional regulation is a foundational skill for both academic success and overall mental wellbeing. To provide a consistent, school-wide language for feelings and self-regulation, every classroom utilizes **The Zones of Regulation** framework.

This framework teaches children to identify their emotional states, understand how their feelings impact their behavior, and select healthy strategies to regulate their emotions.

The Four Zones

Emotions are categorized into four color-coded zones. We explicitly teach children that **there are no "bad" or "forbidden" zones**—all feelings are natural and valid, but certain zones are more conducive to learning and social interaction:

- **Blue Zone (Low Energy):** Feeling tired, sad, bored, sick, or moving slowly.
- **Green Zone (Optimal State):** Feeling happy, calm, focused, proud, and **"Ready to Learn."**
- **Yellow Zone (Elevated Energy / Caution):** Feeling frustrated, excited, anxious, worried, silly, or experiencing loss of mild control.
- **Red Zone (Extremely High Energy / Intense Feelings):** Feeling angry, terrified, overwhelmed, out of control, or experiencing an emotional reaction that feels too big to manage safely.

Classroom Implementation & Visual Anchors

To embed this framework into our daily routine and nurture pupil autonomy, every classroom provides:

- **Daily Check-ins:** Pupils check in on the Zones display upon arrival in the morning and after key transition times (such as post-recess) to foster self-awareness.
- **Classroom "Calm Corners" / Regulation Spaces:** A dedicated, quiet space in each classroom equipped with sensory tools, visual prompts, and calming resources (e.g., breathing cards, feel-it cushions, timer bottles) where children can proactively go to re-regulate.
- **The Regulation Toolkit:** Staff actively teach individual and whole-class strategies (e.g., deep breathing exercises, movement breaks, wall pushes, or drawing) so pupils learn which specific tools help them shift back toward the Green Zone.

Adult Role & Emotion Coaching

All adults at Haddenham Community Infant School model and use the Zones language consistently:

- **Validation First:** Staff validate the child's current state (e.g., *"I can see you are in the Yellow Zone right now because your body looks restless, and that is okay"*).

- **Co-Regulation:** Young children often require adult co-regulation before they can self-regulate. Adults provide a calm, supportive presence to help guide the child toward choosing an appropriate tool.
- **Connecting to Behavior:** The framework helps staff separate the child from the behavior, allowing adults to address dysregulation compassionately while maintaining firm boundaries around safe behavior choices.

5. Classroom Behaviour Management & Graduated Support

When an individual's poor behaviour threatens the smooth running of a lesson or the learning opportunities of others, staff utilize an age-appropriate graduated response.

- **Minor Incident Strategy:** Dealt with via verbal discussion and a temporary downward adjustment on the Rainbow Ladder. Minor mistakes are viewed as learning opportunities for the child to practice self-regulation; these are not routinely reported to parents.
- **Other strategies:** To support the graduated support and behaviour reflection other strategies that may be used are comic strip conversations, social stories, drawing and talking.
- **Loss of Privileges:** A teacher or support assistant may withdraw privileges (e.g., losing 5 minutes of play or spending short reflection time in a partner classroom). In EYFS children who do not complete work due to behavioural choice complete it during their discover and do sessions. A child in KS1 who does not complete work due to behavioural choice will be expected to complete the work at home to return to school the following day.
- **Positive Intervention Plans (PIP):** For children with identified SEND or significant, ongoing behavioural difficulties, the year group team and SENDCo where necessary will collaborate with parents to devise a PIP. This plan outlines specific environmental adjustments, staffing solutions, and de-escalation strategies.

6. Playground Independence & Conflict Resolution Framework

Breaktimes and lunchtimes are primary environments for teaching real-world independence. Midday supervisors and teaching staff work in absolute alignment to enforce the playground expectations.

The 3-Step Playground Independence Protocol

For minor playground disputes (e.g., sharing toys, deciding game rules, or minor playground friction), children are explicitly taught and expected to use the "**Stop, Share, Solve**" protocol:

- **Step 1: The "Stop" Signal (Self-Regulation)** The child feeling wronged raises a flat palm to their peer and states firmly and politely: *"Stop, I don't like that."* This creates immediate take-up time and interrupts escalation.
- **Step 2: The 2-Sided Share (Perspective Taking)** The children must give each other 30 seconds to speak without interruption with the support of an adult to facilitate the turn taking.
 - *Child A states the impact:* "When you took the skipping rope, I felt sad because I was using it."
 - *Child B states the intent/context:* "I thought you were done because you were looking at the climbing frame."
- **Step 3: The resolution (solving the issue)** The children with the support of an adult will discuss how they can fix the issue e.g. modifying the game to include both children or choosing different zones of the playground to play in. (See adult coaching role)

The Adult Coaching Role (Midday Supervisors & Staff)

To preserve the children's autonomy, adults will avoid acting as immediate referees for low-level disputes. When a child approaches an adult to complain, the adult will use the **"Can We Fix It?" Micro-Script**:

"I can see you are feeling blue/red (zones language) and I can see a conflict here. Have you used your Stop Signal. If you can solve it together, you may return to your game. If not, I will be able to step in and solve it with you."

- **Rewarding Playground Resolution:** Children caught resolving conflicts independently are immediately given verbal praise, playground stickers, or a rapid promotion up the *Rainbow Ladder* upon returning to class. This is usually facilitated by lunch time staff.

7. Escalation Pathways for High-Level Behaviours

High-level behaviours include any actions that endanger the child or others, repeated lesson disruption, theft, vandalism, fighting, or any form of discriminatory language/bullying.

Playground Time Out to Self-Regulate

For playground non-compliance, persistent rule-breaking, or a refusal to negotiate safely, a child is placed on a designated bench for **5 minutes** to calm down and self-regulate. A restorative conversation is held with the supervisor before they return to play. All bench timeouts are reported to the class teacher and logged on CPOMS to track patterns.

Formal Parental Notification & SLT Intervention

For repeated, ongoing unacceptable behaviour or single major infractions, parents will be formally contacted by the class teacher. The child may be required to spend time working away from their peers under the direct supervision of a member of SLT or the Headteacher.

Evacuation Protocol & Extreme Safety Measures

If a child displays a high-level behaviour that actively endangers other pupils and does not respond to de-escalation, staff will take the immediate decision to evacuate the other children from the space. Staff will remain to support the dysregulated child safely. In circumstances where a child presents an immediate danger to themselves or others, staff trained in positive handling may utilise Reasonable Force as an absolute last resort to secure physical safety.

Alternative Provision Pathway (PRU Outreach)

If a child's Personal Intervention Plan (PIP) is not successfully reducing high-level behaviours, the school—in close partnership with the parents and SENDCo—will initiate a referral to the **Pupil Referral Unit (PRU) Team**.

- **Outreach Support:** A 10-week outreach program where external specialists work directly with the child and family in school.
- **Dual Registration:** Progression to the Pathways PRU if further specialized behavioral support is required.
- *Note: Alternative Provision is explicitly viewed as a positive, supportive pathway to aid a child's development, never as a sanction.*

Suspension and Reintegration Procedures

Following an extreme circumstance where a child causes significant physical harm to another person, inflicts severe damage to the school environment, or severely compromises safety, the Headteacher may issue a fixed-term suspension in strict alignment with local authority guidelines.

- **Mandatory Reintegration Meeting:** On the morning of the child's return, a formal meeting must take place before the child returns to class. This meeting must be attended by the Headteacher (or a designated member of SLT), the class teacher, the parent/carers, and where developmentally appropriate, the child.
- **Reintegration Support Plan:** During the meeting, a structured transition plan will be drawn up. This plan may include targeted check-ins, designated safe spaces (Calm Corners) the child can access to re-regulate, and an immediate review date for their PIP to prevent repeat incidents.

8. School Rules Regarding Prohibited Items & Mobile Devices

- **Mobile Phones and Personal Electronic Devices:** Haddenham Community Infant School operates a complete ban on personal mobile phones, smartwatches, and electronic devices for pupils. Children are not permitted to bring these items onto the school premises.
- **Prohibited Items & Searching:** In line with DfE guidelines on searching and screening, staff have the authority to search for and confiscate items that are banned by school rules or pose a danger (e.g., matches, dangerous toys, or items likely to cause injury). Confiscated items will only be returned directly to a parent or carer.

9. Safeguarding Link

Child-on-Child Abuse

We recognise that in an infant school setting, behaviors may be driven by developmental curiosity, frustration, or imitation rather than malicious intent. However, the impact on the child experiencing the behavior remains the primary focus.

In our setting, child-on-child abuse may include, but is not limited to:

- **Physical Abuse:** Hitting, kicking, biting, hair-pulling, or pushing that goes beyond normal developmental boundary testing.
- **Bullying:** Repeated, intentional behavior designed to upset a peer, including relational bullying (e.g., systematically telling a child "you can't play with us" to cause distress).
- **Inappropriate Physical/Sexualized Behavior:** Language, games, or physical curiosity that is sexually explicit, age-inappropriate, or involves touching a peer's private parts without their consent or understanding.
- **Cyberbullying / Digital Harm:** Using school-provided digital devices or home devices (where it impacts the school day) to intentionally upset or exclude a peer.

We believe in working in transparent partnership with families. Parents of both children involved will be notified promptly on the day of the incident. We will work collaboratively with families to support both the child who has been harmed and the child who has displayed the behavior, ensuring consistent boundaries are maintained at home and at school.

This section must be read in direct conjunction with the school's Child Protection and Safeguarding Policy (Section 7: Specific Safeguarding Issues), the Anti-Bullying Policy, and the Online Safety Policy. Where an incident involves potential abuse, the Safeguarding Policy takes absolute precedence over standard disciplinary steps.

Haddenham Community Infant School recognises that acute or sudden changes in a pupil's behaviour can be a clear indicator that a child is in need of help or protection. If a child's behaviour is suspected to be linked to suffering or a likelihood of suffering significant harm, staff will immediately bypass internal behavioural sanctions and escalate the matter via the school's Designated Safeguarding Lead (DSL) in accordance with our *Keeping Children Safe in Education (KCSIE)* and Safeguarding Child Protection policy.