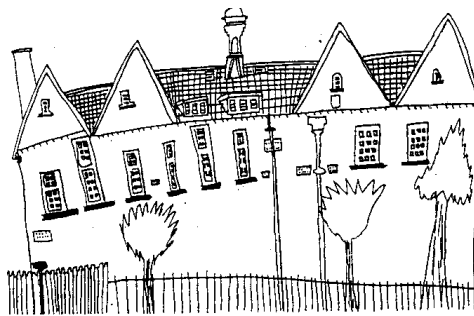


Letchmore Infants' And Nursery School

Behaviour Support and Relationships Policy



January 2026

Review Date - January 2027

Our vision is to provide a magical, inclusive community where all feel valued, nurtured and inspired to become lifelong learners.

Introduction

Letchmore Infants' and Nursery School believes that every child deserves Unconditional Positive Regard (UPR). Children will thrive when they know that adults care and are there to support them, not only through the positive times, but also in their more difficult moments.

Kindness is at the heart of all we do. Kindness must be modelled, shared and explicitly taught through every interaction between adults and children. It should always form the foundation of children's interactions with each other.

We have a therapeutic approach to behaviour support, central to which is kindness, an emphasis on relationships, consistency and inclusion. It is our aim to ensure that every member of our school community feels valued and respected and is treated equitably.

At Letchmore Infants' and Nursery School, we believe:

All behaviour is communication: We believe that behaviour communicates information about need, and recognise that some children will require additional, individual support to help them develop self-discipline and pro-social behaviours. We also understand that needs can change and so we will adapt our approach and support accordingly being aware of each child's individual needs and circumstances.

Behaviour can change: We strongly believe that behaviour is a learnt response that can be developed and changed. It can be changed when pupils feel safe, lowering their anxiety and stress levels. It can be changed through playful, empathic and reflective adult/child relationships. It can be changed by providing repeated positive relational experiences, which enable children to view relationships as nurturing, not threatening. Praising, and a system of rewards, are more likely to change behaviour than blaming, punishing and shaming. We understand that behaviour does not change all at once and we will adopt realistic expectations and offer praise when progress is made.

Behaviour is about everyone: We all have a role to play in modelling, supporting and managing behaviour. From the moment that children join our school, they are encouraged to develop self-discipline and to know how/learn to behave respectfully and appropriately. We aim to provide a safe and positive learning environment, where children can understand and express

their feelings and respect those of others. Reinforcing good behaviour helps our children feel good about themselves. As a team, we will exemplify our core values to learners with consistent clear examples. We always consider the safety of our children, the impact on learning and strive to minimise disruption while helping children acquire self-discipline.

Behaviour is linked to our School and British Values: We believe that it is our responsibility to contribute to children's personal development through the promotion of fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Adults, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour. We believe that, to facilitate teaching and learning, pro-social behaviour must be demonstrated in all aspects of school life.

We are committed to following a relational and therapeutic approach to supporting behaviour which:

- develops strong, connected relationships with our children to enable early intervention (connection before correction - **we care** - even through the more difficult moments)
- promotes, teaches and celebrates pro-social behaviour
- promotes self-esteem, self-discipline and positive relationships based on mutual respect and kindness
- ensures equity and fair treatment for all
- teaches children to self-regulate their emotions and behaviours by modelling co-regulation
- praises and rewards pro-social behaviour
- challenges anti-social behaviour and teaches children about its impact, and how to change behaviour
- encourages positive relationships with parents/carers
- promotes a culture of praise and encouragement in which all pupils can achieve

Intent

At Letchmore Infants' and Nursery School we aim to:

- provide an inclusive, happy, caring and nurturing environment in which children will feel safe, secure and respected
- set a standard of behaviour which, in its implementation, will promote internal discipline, self-esteem, respect and tolerance for others

- ensure staff understand how to focus upon de-escalation and preventative strategies rather than focusing solely upon reactive strategies
- ensure staff know and understand how to manage difficult and dangerous behaviours, and have an understanding of what these behaviours may be communicating
- ensure a consistent approach throughout the school
- work in partnership with parents and carers to support the social, pastoral and academic development, and progress of all pupils
- create an environment which promotes and supports children's engagement with their education and maximises their learning opportunities and achievements

At Letchmore Infants' and Nursery School we wish children to develop:

- positive relationships
- kindness, sensitivity and consideration for others
- self confidence
- self-regulation
- a pride in themselves and their school
- responsibility for their environment
- a sense of fairness
- an understanding of the need for rules
- a respect for others and their way of life and differing opinions (including gender, race, religion and ability)
- strategies for dealing with any incidents of bullying
- resilience
- strategies for self help
- positive attitudes to their own, and others', learning and development

Implementation

Staff are expected to:

- have unconditional positive regard for all children in our school
- strive to build positive relationships with all children, through a commitment to analysing behaviour with the aim of supporting them to overcome barriers to learning
- adopt a relational, positive and consistent approach to behaviour support and update their knowledge and skills annually
- treat all children equitably, irrespective of gender, race or religion
- play an active part in building a sense of community
- model pro-social behaviours and the use of positive, pro-social language

- be alert to signs of bullying and racial harassment, deal with it appropriately and fairly, and alert other staff to such problems
- report any incidents of racial harassment/bullying to the Senior Leadership Team (SLT) and record on CPOMS
- deal sensitively with any child in distress, listen to them and deal with any incident appropriately (connection before correction)
- remove all shame associated with responding to negative behaviours
- implement strategies to diffuse negative behaviours before they escalate
- Support each other in promoting pro-social behaviours and show sensitivity to each other's needs and difficulties
- recognise all children's achievements and progress, academic or otherwise
- ensure that rewards are accessible to all children
- use assemblies as an opportunity to acknowledge achievements and foster a sense of community
- ensure that children have opportunities to share their achievements with other members of staff, their parents and their peers

Anti-social behaviour

Staff will teach children that the following examples of behaviour are not acceptable in school:

- biting, spitting, hitting, kicking and pinching
- anti-social language and swearing
- making unkind remarks
- throwing and damaging property
- responding rudely or verbally aggressively to others
- stealing
- making racist or sexist comments
- bullying and intimidation
- inappropriate physical contact with other children
- unhygienic behaviour in, and misuse of, the toilet areas
- behaviour(s) that can cause upset or harm to children and adults

At Letchmore Infants' and Nursery school we promote the teaching of pro-social behaviours through:

- developing positive relationships
- consistently role modelling pro-social behaviours
- our PSHRE curriculum

- nurture and pastoral interventions
- speaking calmly and politely at an appropriate volume
- demonstrating consistency in responses, strategies and approaches
- routines, repetition and structure
- positive phrasing when discussing negative behaviours
- comfort and forgiveness
- reward and positive re-enforcement
- educational consequences
- targeted teaching and bespoke interventions
- providing feedback and recognition in response to behaviours

Rewards

The school recognises that rewards play an important part in motivating children to behave pro-socially. Staff will use a variety of rewards to promote good and courteous behaviour, including:

- praise, both written and verbal
- sharing good examples with the class
- stickers, smiley faces, etc
- sending a child to another adult for additional praise and to share their learning
- nominating a child to share their learning with the Co-Head teachers
- individual achievement records, etc, charts etc
- sharing achievements with parents
- 'Star of the Week' award
- good learning awards
- Values Champion
- Values Tea Party

Volunteers, students and work experience pupils will be informed of the school's approach to behaviour support and ethos and encouraged to share pro-social behaviours with the class teacher.

Response to inappropriate behaviour and consequences

Letchmore Infants' and Nursery school has a restorative approach to behaviour support and understands that consequences alone do not positively impact future behaviour. Our aim is never to 'punish' negative behaviours but to keep all children safe, maximise learning, encourage reflection and discussion, and support children to develop self-discipline.

If children exhibit inappropriate behaviours, adults will strive to disempower that behaviour by ignoring and focusing their attention on pro-social behaviours in the classroom.

When children display dangerous, aggressive and/or threatening behaviour, the school will respond in a reasonable, proportionate and necessary way, with the best interests of that child, and the other children, at heart.

Consequences are never thought of as punishments. They will always have a purpose and be either:

- educational (learning to behave in a different way, or learning to understand the impact of the behaviour on others)
- restorative (actively working to mend or fix a situation or relationship), or
- protective (an action taken to keep the child or others safe)

For the majority of children, initially, a discussion with a member of staff should be sufficient to support them to reflect upon their behaviour and choices. If children repeat behaviours, the following measures may be taken:

- time out - removal from the scene of the incident. This may be to another part of the learning environment, another class or learning space, nurture provision, sensory room or to the Co-Head teacher's office, allowing the child time to discuss and reflect on incidents, reflect and restore and plan next steps
- staying near an adult on duty at playtime/dinner time to discuss and observe sensible behaviours
- a discussion with the class teacher about making sensible choices and planning next steps

If the above educational consequences do not lead to an improvement in behaviour, then the following measures may be considered after discussion with the Behaviour Support Lead, Head of Inclusion, Pastoral Lead, Co-Head teachers, or Assistant Heads where appropriate. Each case will be considered individually:

- discussion with the child's parents - leading to an agreed strategy for the future, e.g., establishing a Positive Behaviour Plan, regular feedback, etc.
- the child making a written/verbal apology to another child, member of staff, parent helper, etc.
- letter or telephone call to parents by the Co-Head teachers, Assistant Heads, class teacher

- meeting of parents with Behaviour Support Lead, Co-Head teacher, Head of Inclusion, Pastoral Lead, Assistant Heads, class teacher
- other consequences after discussion between Co-Head teacher, class teacher and parents
- exclusion from school (fixed term or permanent - refer to Exclusions Policy)

At Letchmore Infants' and Nursery School we use the following sequence of responses using a therapeutic and relational approach:

- positive phrasing when discussing negative behaviours
- speaking calmly and politely at an appropriate volume
- using warm and restorative body language which does not intimidate
- not shaming children, avoiding behaviours that may belittle or humiliate a child - ask 'what happened?' rather than 'why'
- re-direction & distraction
- child's limited choice
- adult directive (leading to differentiated learning space)
- debrief for the class
- restorative consequences, when needed, which are either educational and/or protective in nature
- allowing space and time for children to be able to regulate their emotions and behaviours, modelling this with co-regulation
- further consequence (SLT involvement)

How we deal with persistent, anti-social behaviour

Pro-social behaviour is demonstrated by the majority of children. However, there are some children for whom the sequence of response above may not be suitable, and who may require a **Positive Behaviour Support Plan** to formalise strategies that differentiate from policy. This could be as a result of their behaviours becoming difficult or dangerous.

The approach for these children may utilise the following proformas and/or strategies, as appropriate for the child's age and individual needs:

- **Positive Behaviour Support Plan:** Plans will be drawn up with the child, giving them the opportunity to state what helps them to regulate their behaviours and emotions and take ownership of the plan
- **Educational consequences:** will be reasonable, appropriate and proportionate to the incident and individual - this must be logical, purposeful and meaningful - reasonable proportionate

- **Protective consequences:** may be necessary i.e., the removal of a freedom to manage harm. This could include an increased staff ratio, limited access to outdoor space, escorted in social situations, differentiated teaching space or exclusion from an area of the school

We recognise that children may not always understand why their behaviour is inappropriate, and therefore, it may be unintentional. This is particularly important to consider when a child may have Special Educational Needs. Behaviour support is always considered on an individual basis to ensure equity for all.

We also recognise that the behaviour of some children may sometimes be an involuntary expression of distress or crisis. Although restorative, protective and educational consequences are always used, we are always mindful of children's individual needs and circumstances. We will always be empathetic, listen and validate children's feelings.

Teachers will use their judgement when issuing consequences, considering whether they believe the child's behaviour was intentional, especially if it is the first time they have displayed this behaviour. In all instances, adults will discuss the behaviour with the child to ensure they understand why it was inappropriate and to prevent any reoccurring behaviour. This de-briefing will happen in an age-appropriate way after sufficient emotional recovery time.

Reflect, Repair, Restore

Following incidents/crisis, children will be given the opportunity to **reflect** on their behaviour, **repair** any damage and **restore** relationships. A restorative approach focuses on the impact of the behaviour and how it can be repaired, discussion to explore feelings and needs, and support children to develop strategies for how we can work together to improve their self-regulation and self-discipline.

More serious behaviours including the use of exclusion

If there is persistent anti-social behaviour (for example violence directed towards their peers and staff) an individual Positive Behaviour Support Plan will be put in place and shared with parents. All staff will be informed of this which will give a consistent approach throughout the school day. Early intervention to address underlying causes for such behaviour will be taken. If the behaviours continue, we will work with outside agencies to seek additional support and solutions to support the child.

There may be a decision to exclude a child in response to a serious incident or persistent anti-social behaviours which harm the education or welfare of others in the school. Please refer to our Exclusion Policy [Letchmore Infants' and Nursery School - Policies](#)

Parents/Carers

Parents/carers have a vital role in promoting pro-social behaviour at home and in school and so effective home/school liaison is very important.

The school expects that parents will give their full support in dealing with their child's behaviour and in doing so will:

- keep us informed of behaviour difficulties that their child is showing at home
- inform us of any situations which may affect their child's behaviour or performance at school, e.g., moving house, birth of a sibling, death of a pet, etc.
- inform us of their child's ill health and any absences connected with it
- accept and reinforce the behaviour standards set by the school
- read and sign the Home School Agreement upon their child's entry to the school

The school will endeavour to achieve positive home/school relations by:

- promoting an inclusive, nurturing and welcoming environment
- giving parents/carers regular, constructive and positive comments on their child's learning and behaviour
- welcoming parents/carers into school on occasions other than parents' evenings
- informing parents/carers about school activities on a regular basis by letter, Arbor or via the website
- involving parents/carers at an early stage in any behaviour strategies
- supporting parents/carers, as appropriate, when difficulties arise at home or within the family

Other agencies

As appropriate, the school will work alongside agencies such as those within Integrated Services for Learning, the Health Service, and Behaviour Outreach Support. Value is placed on strong relationships with these agencies to support the progress and development of our children.

Our Behaviour Support Lead will be responsible for the day-to-day implementation and management of this policy and the procedures of the school with the oversight of the Head of Inclusion and Co-Head Teachers. This policy will be reviewed and updated annually.