



<b>Name of School:</b>	Hiltingbury Infant School
<b>Name of Responsible Headteacher:</b>	Mrs Phillippa Longman
<b>Date approved by Governing Body:</b>	November 2025
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*This policy should be read in conjunction with the policies for Anti-Bullying, Personal Development Learning, Health and Safety, SEND, Safeguarding and Child Protection.*

### Behaviour Principles

As agreed by the governing body in partnership with the headteacher the following principles are at the heart of our positive relationship policy:

Hiltingbury Infant School is known in the community as a happy and caring school. We believe that all individuals within our school should feel valued and able to contribute towards the well-being of the school.

We want our children to know how to behave respectfully towards each other, their teachers, their parents and other adults and have respect for other people's property.

### At Hiltingbury Infant School we aim:

- To foster, nurture and value strong and healthy relationships, by displaying genuine care, trust and understanding.
- To provide a safe, nurturing and friendly environment which encourages each individual to achieve their own potential by providing challenging, active and creative personalised learning.
- To enable staff to support children with their behaviour by providing children with strategies to manage their own behaviour and develop life skills that include self-regulation and empathy.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To build a school community which values and models kindness, good humour, tolerance and empathy for others.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

The aims of this policy will be met by everyone observing our 3 agreed rules. These are:

- Be Safe
- Be Kind
- Be Ready to Learn

We are an infant school, and understand that our children are still developing and that there is a wide variation in their levels of social and emotional development. We acknowledge the impact of lockdown on our learners' social development. At Hiltingbury Infant School we explicitly teach these rules through assemblies, our PSHE and RHE curriculums, anti-bullying week, our daily routines and expectations, reinforcing positive language and modelling positive behaviour, and through our celebration assemblies and 'Keepers Kitchen'.

#### Purpose of the policy:

- To guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management.
- To provide simple, practical procedures for staff and children that: recognise behavioural norms; positively reinforce behavioural norms; and teach appropriate behaviour through positive interventions.

#### Underpinning principles:

At Hiltingbury Infant School we have the following underpinning principles:

- Positive relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Fairness.
- A willingness to create opportunities for reflection in children and staff.

#### All staff every day will:

- Meet and greet children at the classroom door, with a smile. Every day is a fresh start.
- Refer to 'Be safe, be kind, be ready to learn' – the behaviours they expect to see and provide opportunities to explicitly teach these behaviours.
- Model positive behaviours and build relationships.
- Plan and deliver lessons that engage, challenge and meet the needs of all learners.
- Use a visible 'recognition board' throughout every lesson.
- Be calm, give 'take up time' and manage challenging behaviour through co-regulation, micro scripts, and restorative conversations (see appendix).
- Stand alongside colleagues to support, guide, model and show a unified consistency, when managing behaviour.

#### Working together in partnership

##### Partnership with parents

We work together with parents and carers to care for children and encourage children's positive behaviour both at school and at home. We share our school behaviour policy at induction and gather parents' views on our behaviour policy each year. We value the importance of the home environment, conducting home visits as part of our Year R induction, in order to build relationships with parents and carers.

### Partnership with adults in our school

We understand that working with challenging behaviour can be hard, so we aim to offer the opportunity for teachers and support staff to access a 'clinical supervision' session each half term. This session is overseen by the SENCo and Resourced Provision Manager, and is a chance for staff to problem solve collaboratively, share concerns, and look after their own wellbeing. Training needs will be reviewed annually and training delivered where necessary.

### Partnership with children

Learner for Life Skills - We encourage excellent behaviour by developing children's Hiltingbury Heroes-Learner for Life Skills. We want our children to be **confident, successful and responsible** lifelong learners who enjoy and value themselves and others. We place such skills at the very heart of everything we do and our curriculum is designed accordingly to support this.

- **Confident Individuals - Personal and Emotional Skills & Attitudes**
  - Reflective Learners
  - Self Managers

*Outcome A 'confident individual' can manage him/herself.*

- **Successful learners - Learning and Thinking Skills & Attitudes**
  - Independent Researchers and Enquirers
  - Creative Thinkers

*Outcome 'A 'successful learner' can manage their own learning, performance and work'.*

- **Responsible Citizens - Social Skills & Attitudes**
  - Team Workers
  - Effective Participators

*Outcome A 'responsible citizen' can manage relationships with others*

### Rights Respect & Responsibility

We help children to understand their rights and responsibilities and to show respect (RRR Programme).

- We explain the rights of every child and that every right has a corresponding responsibility.
- We tell children that they have the right to be heard and say what they think and the responsibility to listen and to take account of the views of others.
- We teach children to have respect for others and to learn about their rights as individuals - following the United Nations Convention on the Rights of the Child.

### Personal, Social and Emotional Education

We teach Personal Development Learning alongside 'Learner for Life' skills and RHE and learning is planned at a level to enable children to engage and behave well. Children are expected to help, support and care for each other as part of their every day learning.

### Spiritual, Moral, Social and Cultural Education.

*Spiritual* - We believe that without self-knowledge there can be little spiritual growth and so we encourage behaviours and attitudes to promote this.

*Moral* - we provide a basic moral code against which the school and individuals within it can judge their attitudes and develop their understanding.

Our school values include:

- Being honest and telling the truth.
- Acting considerately towards others.
- Taking personal responsibility for one's actions and decisions made through their Learner for Life skills (Hiltingbury Heroes).

- Self-discipline.
- Supporting, valuing and respecting each other.
- Encouraging people to keep their word, explore promises through R.E., PSHE and the teaching of Learner for Life skills.
- Respecting the rights and properties of others.
- Working hard and persevering

*Social* - We promote positive behaviour and a sense of belonging and citizenship (see Learner for Life Skills). Children are involved in the life of the school whenever possible, for example; Hiltisbury Helpers- playground helpers, school council, Cyber Ambassadors, showing visitors around, helping younger pupils, representatives. This involvement is extended beyond the school boundaries where possible.

*Cultural* - we expect children to appreciate and value cultural diversity (see Spiritual, Moral, Social and Cultural policy). We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation.

### General Routines and Expectations

- We make our class charter together at the beginning of each year and display them.
- Rules are positive.
- We recognise and highlight situation appropriate behaviour.
- We ensure that children are praised for behaving well.
- We explain and demonstrate the behaviour we wish to see.
- We encourage children to be responsible for their own behaviour.
- We verbally reward individual children and groups of children for behaving well.
- We ensure positive language is used to support children's behaviour.
- We use a class recognition board to highlight the behaviour we wish to see.
- If a child is dysregulated, we use co-regulation and micro-scripts. (see Appendix)
- We enable restorative conversations when things go wrong. (see Appendix)
- Children will be re-introduced to recognition board every year.
- Routines are consistent across the school and re-enforced through transition periods.
- Social stories used to support all children in transition and share expectations within next year group.
- Visual timetables, now and next boards used to support children transitioning throughout the day.

### Equal Opportunities

We believe that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. (See Equality Scheme). We expect all who enter our school to behave in a way which promotes and upholds this philosophy. Each year we analyse the impact of this policy to ensure this does not disadvantage some groups of children disproportionately e.g. SEND, pupil premium.

### Encouraging caring behaviour

Through our zones of regulation, children are able to move their pictures to show how they are feeling to support understanding of different emotions and how people may respond differently. Adults will ensure they check in with children and offer opportunities to talk and learn about different emotions.

### Recognition and Rewards (Rewards are never taken away.)

We have in place a variety of praise systems to promote good behaviour:

## Individual Praise

We recognise and acknowledge good behaviour through:

- Non-verbal praise (smile, thumbs up) and verbal praise (e.g. well done, I like the way you are sitting quietly, good walking ...)
- Drawing attention to the positive behaviour of a child / group of children
- Displays of work where children have tried their hardest
- Sharing achievements in Celebration Assembly “Learner of the Week” and achievements obtained out of school) to which parents are invited
- Commenting on written work and in reports
- Sending children to a colleague, FS/KS1 Leader, Deputy or Headteacher for praise
- Keepers Kitchen-child chosen from each class for a drink and biscuit with the head teacher once a half term to reward consistent positive behaviour with the 3 key rules.
- Acknowledging during circle time
- Celebrating children who achieve their targets
- Recognising individual achievements by giving stickers
- Hiltingbury Helpers recognition and celebration
- Hiltingbury Heroes Learner for Life Skills through: -  
Year R - stickers with life skill puppet on  
Years 1 and 2 - colour in one of three smiles for each Learner for Life Skill on their Hiltingbury Hero Passport, children receive a Hiltingbury Hero badge when all smiles are coloured in (year 1 silver, year 2 gold)

## Group Praise

- Recognition board - Each class will have a Recognition board. The teacher will write at the top of the board the behaviour or learning behaviour they are focusing on. When the teacher sees children demonstrating the behaviour well, they will move their face onto the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

## Action taken if rules are broken

We understand that occasionally children will behave inappropriately and make wrong choices. When children display this behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. As a practitioner, you should always be thinking ‘all behaviour is communication’ and what is the child trying to communicate. We realise that sometimes this can be different for every child who has their own packet of needs and ‘window of tolerance’, so may look different in each individual case.

A child is not to be defined as ‘naughty’. It should be explained to the child that they have made a wrong choice. Children should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Half termly supervision will be offered to all staff in order to provide support for their wellbeing and professional development.

Our positive relationship policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that the school community can work together with the common purpose of helping everyone learn. At Hiltingbury Infant School we use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches, and will apply them to resolving incidents in the school.

When rules are broken or a child makes a bad choice, adults will enable a restorative conversation to take place. (see Appendix) Adults will use open questions to encourage the child(ren) to talk about what has happened, why it has happened, and what could be done differently.

Other appropriate ways of dealing with challenging behaviour or children making wrong choices are:

- Leading with the child's name and then stating the behaviour you want to see, followed by "thank you".
- Giving the child time to 'cool off' and reflect.
- Giving the child two clear choices.
- Refer to the rule that has been broken (safe, kind, ready to learn) and reminding them of when they were previously displaying positive behaviour ("Remember yesterday when you listened really carefully during our class story? That is the behaviour I would like to see today. Thank you.")
- Discuss with the child more acceptable alternative forms of behaviour and what can be done to put things right through the language of 'Good Choice' (apology - verbal or written, mend/tidy/ cleaning scribbling off tables etc). We use logical consequences (e.g. if you threw it, you help to pick it up).
- Work together with parents.

### Consequences

At Hiltingbury Infant School we use natural and logical consequences. These could be:

- Talking through what went wrong with an adult. It might be that the next appropriate time for this to happen is at playtime. We understand that playtime is an important part of our children's day, especially for their physical, social and emotional wellbeing, so we aim to never take a child's entire playtime.
- Apologising to others.
- Helping to clean up any mess that has been made.
- Spending some time standing next to an adult at playtime, if they have been unsafe on the playground.

### Bullying and Racial Harassment

We deal quickly with perceived bullying and racial harassment. We speak to the children involved and their respective parents if evidence of bullying or harassment is found (Bullying is defined as deliberate and hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves). We teach children to seek adult help as soon as a problem arises and to recognise bullying via e.g. role-play, puppets, circle time, talk to ted and assembly.

**In such an instance we support children through: careful monitoring and intervention.**

ELSA time (Emotional Literacy Support) may be offered and a buddy system.

(See Anti Bullying Policy and our Equalities Policy)

### Child on Child Abuse

Through our RHE curriculum and whole school rules children learn about respecting one another, being kind and importance of respecting consent.

We deal quickly with any reported incidents. Staff are trained in identifying signs of child on child abuse, this is reported immediately to the DSL or deputy DSLs, recorded on CPOMs and responses will be on a case by case basis. Please see Safeguarding policy for further information.

### Extreme Behaviour

We support children with extreme or persistently challenging behaviour through an IBP (an Individual Behaviour Plan) and may seek outside agency support if required. Adults responding to extreme behaviour will ensure they do so calmly but firmly. We use co-regulation (see appendix), empathising, soothing, validating and problem solving.

We make use of Boxall Profiles, and the Beyond the Boxall interventions. Boxall Profiles provide a framework for the precise assessment of children's social and emotional aptitudes. They provide staff with insights and suggest points of entry into the child's world, allowing

adults to think about what lies behind the behaviour, and how to plan accordingly. Adults that work closely with the child complete the two-part checklist together, which produces a graph that shows the child's areas of need. Beyond the Boxall is then used to generate interventions that will support the child.

Behaviour and social interventions are monitored through the assess, plan, do, review cycle of progress.

If unresolved by all the usual means the Headteacher may exclude as a temporary or permanent measure. (See supporting material from the Local Authority). Parents, Governors and school staff would all have a role to play in implementing this process.

### The use of the Safespace

Some pupils might, at times, require a low sensory stimulation space in order to help them regulate. The grey Safespace has toughened plastic windows to see in and out and opening zips at the top and bottom. The regular use of the Safespace will be always be carefully planned, used in conjunction with parental permission and be included within their IBMP. Children may choose to take themselves to the Safespace to calm, or may be directed to the Safespace by an adult.

It must be stressed that Hiltingbury Infant School does not use seclusion, and any regular use of the Safespace must be detailed on any child's IBMP. The aim of the use of the Safespace is to support the pupil to regulate, either with an adult present in the Safespace to provide close proximity co-regulation, or outside of the Safespace to provide verbal co-regulation (if required).

A child may, on rare occasions, be taken by members of staff to the Safespace against their will, and placed within to calm. This is to be avoided wherever possible and is to only be used as an emergency option (children may also require restrictive physical intervention to transport to the area) to ensure the safety of the children, their peers or school staff. Hiltingbury Infant School always prefers the zips to be undone or only partially used. On very rare occasions, and when the child is aggressive or violent on arrival, the zips may be done up, with an adult remaining nearby and visible to the child, so they can monitor and reassure the child and work to de-escalate the situation as soon as possible. Key members of staff are trained in using the Safespace to ensure that the practice is in the very best interests of the pupil's wellbeing and safety.

When the child has regulated, there will be a reflective discussion about what lead up to the dysregulation, how they felt and how those they affected have felt, to make it a learning experience, as part of positive behaviour support. The purpose of time in the Safespace is to provide the pupil with an experience of a low arousal environment to help them calm, and then for both pupil and staff to have time for discussion and reflection. All parties will learn from the behaviour incident so as to reduce the risk of reoccurrence and to enable all involved to re-build their relationships at the end of the period.

The use of the Safespace complies with the BILD Guidance on Time Out and Seclusion (2009) and the advice OFSTED 'Positive Environments Where Children Can Flourish' (October 2021). Whenever the Safespace is used, at the instigation of school staff, CPOMS records will need to be completed with the date, name of pupil, name of staff member, the purpose of use, and duration of intervention. RPI and violent incident forms will be completed, if necessary. All uses of the Safespace will be based upon allowing time for a proper functional analysis of the incident that has taken place and not as a spontaneous reaction to an unwanted behaviour.

### The Use of Restrictive Physical Intervention

On the rare instances where children display higher level challenging behaviours, a range of strategies, including RPI might be used in order to reduce risk. Staff are encouraged to

adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages children to be involved in the process of being reflective about their behaviours.

The use of restrictive physical intervention must take account of the child's own best interests, and should never be used as a punishment. Restraint is defined, in accordance with the DfE 'Use of Reasonable Force' guidance, as 'to hold back physically or to bring a pupil under control.' Hiltingbury Infant School uses Team Teach as a preferred method of RPI. Schools can use reasonable force to: remove disruptive children from the classroom where they have refused to follow an instruction to do so; prevent a pupil behaving in a way that disrupts a school event or a school trip or visit; prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Only those members of staff who have been trained in the use of Team Teach should, in the main, carry out the positive handling of children, but the school acknowledges that everyone has a right to feel safe and as a result, in emergency situations, individuals who have not received the appropriate training may use reasonable responses to protect themselves from harm. Any use of restrictive physical intervention on children should be reasonable, proportionate and necessary, and be recorded on CPOMS, and in the bound book, located in the Head Teachers' Office. Parents should be informed of the use of RPI, and the child's individual behaviour management plan should be reviewed. Staff members involved in the RPI should be offered a de-brief, and once calm, so should the child (this could be as part of a restorative conversation).

### Confiscation of Inappropriate Items

Once an item is confiscated, the member of staff must make an effort to keep the property safe. The confiscated item must then be returned to the child's parent, at which time, the member of staff will explain to the parent why the property was confiscated. Staff also have the power to search without consent for prohibited items, including but not limited to;

- Knives, weapons
- Stolen items
- Lighters, matches (incl lighter fuel and propellants)
- Any article that could be used to commit an offence, damage property or cause injury to self or another person
- Mobile phones and any photographic devices
- Where appropriate, items may be handed to the police. The Headteacher will decide whether it is appropriate to involve other outside agencies. e.g. Social Care Team.

### Monitoring and Reviewing the Policy

All members of the school community monitor the use of rewards, sanctions and bullying incidents by ethnicity, gender, SEN, etc. Any patterns revealed should lead to appropriate action. Governors monitor and check that the school policy is upheld and are responsible for developing this policy in consultation with the school community. Evaluation of the progress made by the school in implementing and sustaining the aims and objectives of this policy will be reviewed annually.

## Conclusion

We hope that this policy will clarify the responsibilities of all those involved in the promotion of good behaviour, including the children themselves. It is based upon the belief that good behaviour and positive mindset maximises learning and creates a thriving school. We have made strong use of the book 'When the Adults Change Everything Changes' by Paul Dix.

## Appendix

### **Restorative Conversations:**

The positive relationships that we form with children depend on a restorative approach being the default response. Restorative approaches teach behaviour. We want our children to leave Hiltingbury Infant School understanding the impact their behaviour has on others.

When using restorative questioning, the following questions will be considered in a quiet and appropriate area of the school, and take place when the children and adults involved are feeling calm:

- Tell me what happened?
- How were you feeling?
- Who was involved?
- What should we do to put things right?
- How can we do things differently in the future?

If a child becomes angry, come back to the conversation when they are feeling calmer. 'Walking and talking' or 'talking and drawing' can be helpful.

### **Co-regulation:**

Our approach to co-regulation is built around attachment theory, and can be applied to instances of extreme behaviour as well as every day interactions with children. It is summarised by the acronym PACE (Dan Hughes).

Playfulness is about creating an atmosphere of lightness and interest when you communicate. An open, ready calm, relaxed and engaged attitude.

Acceptance is about actively communicating to the child that you accept their wishes, feelings, and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel safe, secure and that they belong.

Curiosity is wondering about the meaning behind the behaviour for the child. It lets the child know that adults understand.

Empathy is the adult demonstrating that they know how difficult an experience is for the child, giving a sense of compassion for the child and their feelings.

We ensure that the adult responding is calm, and use the following four steps when co-regulating a dysregulated child:

Step 1 - **Recognise, empathise, soothe:** "I understand how you feel. You are not alone."

Step 2 - **Validate and label the feelings:** "I wonder if you are feeling xxx because xxx."

Step 3 (if needed) - **Set limits on behaviour:** "I know you are feeling xxx but I cannot allow you to xxx"

Step 4 - **Problem solve:** "We can put this right and move on by xxx"

### **Micro-Scripts:**

We use calm, consistent and predictable responses to unacceptable behaviour called 'micro-scripts'. These are carefully planned, utterly predictable and are a safe way to send a clear message to a child that they are better than the behaviour they are currently showing. Micro-scripts address poor behaviour choices whilst leaving the relationship with the child perfectly intact. The delivery of the micro-script should be firm but calm.

**"I have noticed that you are not being safe/kind/ready to learn right now"**

(refer to the rules and child's behaviour)

**"Now you have chosen to move seats/stay next to an adult on the playground for 5 minutes/have a chat with me at playtime"**

(refer to the action you are imposing to support behaviour. Logical consequence!)

**"Can you remember yesterday when/last week when you...?"**

(refer to previous positive behaviour)

**"That is who I need to see today. Thank you for listening."**

(then move away and give the child some 'take up' time.)