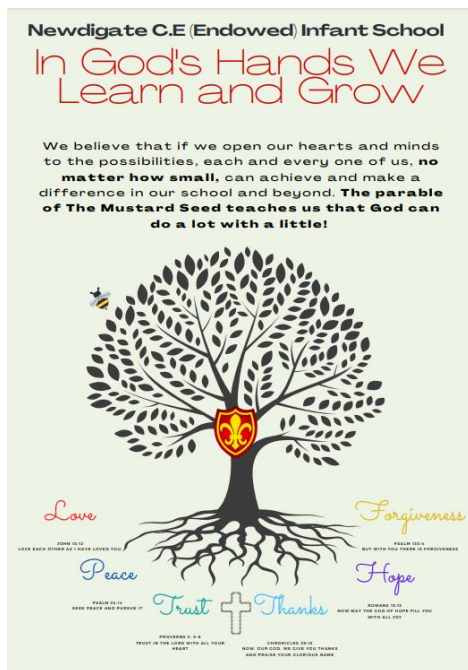




Mole Valley Gateway Federation
C of E Infant School's
(Newdigate Infant School and St Michael's Infant School)

Behaviour and Relationships Policy

Author	Nicola Cleather (Federation Head teacher) Gayle Priestley (Newdigate Head of School)
Approved by	Learning & Teaching Committee
Created	March 2025
Review cycle	March 2026



Contents

3. Values, Aims and Objectives
4. A Whole School Approach to Behaviour
5. Preventing and Managing Challenging Behaviour
6. Safeguarding
7. Behaviour and Consent
8. Support Available
9. Emotion Coaching & Monitoring and Reviewing

Values, Aims and Objectives

Every member of our school community should feel valued, respected, included and treated well. Positive relationships are the root of positive behaviours. Our Christian vision is at the heart of all our relationships and supports our behaviours and our values provide the roots to a strong foundation.

Values

We encourage children to treat others, as well as themselves, with kindness and acceptance. The children will use our Bee rules as a framework. We will help children understand the impact of their actions and the importance of making positive choices. The school will promote a welcoming environment where every child feels valued and included.

Aims

Promote Positive Behaviour: To cultivate an environment where positive behaviour is encouraged and celebrated.

Support Emotional Well-being: To provide support for children's emotional development, enabling them to express feelings appropriately and understand the feelings of others.

Develop Social Skills: To teach children effective social skills, encouraging cooperation, turn-taking, and conflict resolution.

Ensure a Safe Environment: To establish a safe and nurturing atmosphere where all children can thrive and learn.

Objectives

Clear Expectations: To communicate clear expectations for behaviour that align with the school's values through visual aids, discussions, and role-playing.

Positive Reinforcement: To implement a system of rewards that reinforces positive behaviour, such as a sticker chart, praise, or special privileges.

Consistent Consequences: To apply consistent and age-appropriate consequences for inappropriate behaviour, ensuring children understand the link between their actions and outcomes.

Collaboration with Parents: To actively involve parents and caregivers in promoting and supporting positive behaviour at home, ensuring a consistent approach.

Staff Training: To provide ongoing professional development for staff on behaviour management strategies consistent with DfE guidelines, ensuring staff can effectively support positive behaviour.

A Whole School Approach to Behaviour

In addition to setting clear behavioural expectations, a whole school approach incorporates proactive strategies that focus on well-being and social-emotional learning. This means integrating strategies that teach essential skills such as conflict resolution, empathy, and self-regulation, which empower children to make positive choices. The school help children to learn from their mistakes while fostering accountability. By recognising and celebrating positive behaviour through rewards and acknowledgment, the school not only reinforces positive behaviours but also motivates children to contribute to a supportive and safe learning environment.

Behaviour Expectations

All members of the school community should behave in a responsible manner to both themselves and others, showing consideration, courtesy and respect at all times.

All pupils should:

- Behave in a sensible and responsible manner
- Be respectful to each other and all adults
- Follow the Bee rules and use our Christian values as a guide

All adults should:

- Praise children for appropriate behaviour
- Treat children and each other with respect and consideration
- Be aware of individual needs
- Be consistent in their reactions to children's behaviour
- Model and promote good behaviour through example

Looking for Positive Behaviour

All staff will actively look for and acknowledge positive behaviours. Achievement in and outside of school will be recognised and celebrated.

Rewards

- Verbal praise
- Marvellous Me badges
- Show work to another teacher
- Group rewards
- Stickers
- Photocopy work to take home
- Smile and encouragement
- Whole class rewards
- Thumbs up
- Recognise sports achievements
- Show work to Federation Headteacher/Head of School/Senior Teacher (Head award stickers)
- Work put up on display or held up to show the class
- Busy Bee certificate awarded in celebration assembly– see rules below.

Be the best you can be!



How we prevent and manage challenging behaviour

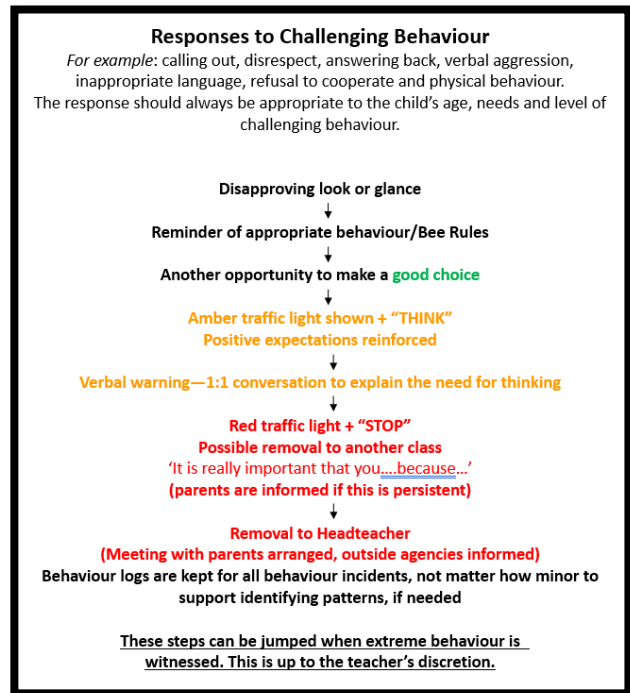
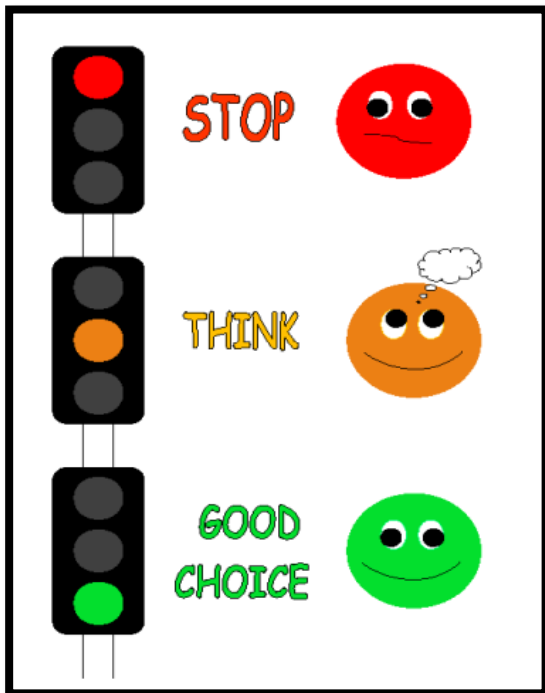
While we always look for the positive, we recognise that at some point, sanctions may need to be used. Some pupils may need further support in monitoring and moderating their behaviour. **(see *Support for Pupils*)**

In order to minimise poor behaviour, we follow these general guidelines:

- We check if the behaviour is the result of a pupil not being able to access the curriculum. Good planning and differentiation for work and behaviour is essential.
- By giving clear expectations of work and behaviour we give pupils clear aims and boundaries.
- We react calmly so we can diffuse and de-escalate the situation. We know that distracting and defusing a situation is safer for children and adults.
- We know that good communication with parents/carers ensures a more settled child.
- Setting up positive and tailored behaviour support programmes for key pupils should they need it.
- Use of movement breaks proactively and/or sensory circuits

Our school employs a number of measures to enforce our school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to follow our school Bee rules and listen carefully to instructions.
- Children are provided with verbal reminders of expectations. Sanctions, such as loss of playtime, may follow if inappropriate behaviour continues; discussions about the natural consequences of their behaviour and alternative actions that would have avoided conflict support children developmentally.
- We use a traffic light system and all staff will focus on making 'good green choices'. Staff will have 3 colours on their lanyards, to match the faces on the 'good choices' poster.



- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, staff will take action to ensure the safety of all children.
- Children may experience removal from class and/or suspensions when behaviour is severe or time is needed to be ready re-join their class; exclusions may also be considered. We follow statutory DfE guidance re this (<https://www.gov.uk/government/publications/school-exclusion>)

We strive to ensure consistency in our responses to challenging behaviour. We also recognise that children may need adjusted measures to support them in behaving in a positive way. Consistency of expectation may not always involve using the same methods for all children. Teachers will monitor children's behaviour as part of their day to day class teacher monitoring and will liaise with parents when incidents occur to minimise the potential for escalation of challenging behaviour. Should challenging behaviour continue, support and consequences may be sought from other members of staff. These include teacher colleagues and members of the Senior Leadership Team.

In cases of persistent challenging behaviour, the Headteacher may:

- Call a meeting with the child's parents.
- Consider seclusion.
- Seek permission to implement an Early Help Plan.
- Consider suspension.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Behaviour and Consent

In addition to the traffic light system, we will also use the 'Is it OK?' poster as a visual reminder of how we expect pupils to behave. The poster reinforces the 'think' stage of our traffic light system and reminds children that they should be asking themselves the question, 'IS it OK?', if they are not sure that what they are going to do, will be OK with the other child. It also reminds them that they need to listen to the other child and be ready to stop if they are told to. We also encourage children to use a clear hand signal to make it easier for others to know they need to stop. A 'thumbs up' is the signal for telling another child that it is OK.

Adults should refer to the poster and use the language within it when dealing with issues related to children. On occasions they can also reinforce its' use in day-to-day situations e.g. 'Is it Ok if I wipe your knee to clean it?') after an injury, 'Is it OK if I feel your forehead?' (if the child seems to have a temperature) etc.

Pupils are aware that the answer to the question may change from day to day with the same child or may vary with different children (unless of course the action goes against the school Bee Rules and is a clear **Red/Stop action!**) This helps children to learn about **consent** at an age appropriate level.



Anti-Bullying

At Newdigate Infant School and St Michael's Infant School, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential within a Christian ethos. We would expect pupils to feel safe in school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe. Our school values and Bee Rules, help children and adults understand how we should aim to live our lives and make better choices within and beyond our community. Below is the Church of England's view, of which we adhere to.

The Church of England's "**Flourishing for All**" document emphasises the importance of fostering environments where individuals, particularly children and young people, can thrive holistically—spiritually, socially, and emotionally. Integral to this vision is the Church's firm stance against bullying, advocating for inclusivity, respect, and compassion within communities. The document highlights the responsibility of church bodies and schools to actively combat bullying in all its forms, ensuring that all children feel safe and valued. It calls for a collaborative effort among clergy, educators, and families to create a culture of support and understanding, thereby promoting well-being and encouraging flourishing for everyone. (See Anti-Bullying Policy)

Positive Touch

We use Positive Touch which conforms with government guidelines on the restraint of children. It is our statutory duty to keep all children and our workforce safe. This means that there may be occasions when staff need to intervene physically in order to ensure the safety of individual children and others. This follows the Department of Education guidance.

Recording of Incidents

Staff record all incidents and patterns of behaviour. This includes records of any incidents that occur at break or lunchtimes. Alerts to these entries are received by the Senior Leadership Team who monitor trends and frequency of incidents, and may also support the management of individual incidents. Any suspensions, exclusions, homophobic or racist incidents are logged according to LA guidelines.

Support Available

Support Available for Pupils

Newdigate Infant School and St Michael's Infant School are inclusive schools, and as such, this policy is designed to manage the needs of all our pupils. We support all children to succeed within our behaviour management system. We always support pupils as much as possible in their academic, social and emotional needs. This involves teaching and modelling through our PSHE Curriculum which comprises our values and key expectations. At times teachers will look beyond the classroom and to the Senior Leadership Team to find additional sources of support.

These sources may include:

- Outreach Teams. CAMHS (Child and Adolescent & Mental Health Services).
- STIPS referrals and consultations (Behaviour support).
- Access to the school wellbeing offer.
- Creating behaviour support plans.

Restorative Approach

Staff use the '5 magic questions' to facilitate these conversations. The 5 Magic Questions are:

- What happened?
- What were you thinking at the time?
- How were you feeling?
- Who else has been affected?
- What do you need/have to do now so that the harm can be repaired?

We recognise that there are some aspects of this, that can be unmanageable for children who struggle to regulate emotion and so it is necessary for staff to consider the needs and emotional development of the child.

Emotional Regulation

Self-regulation is an important skill that must be developed in order to make and maintain positive relationships with others. Self-regulation is the ability to monitor and control our own behaviour, emotions, or thoughts, altering them in accordance with the demands of the situation. We cannot expect children to self-regulate before they can identify their emotional state.

To help support children in this area, the school, uses "Colour Monsters". This is a children's book that employs a creative and engaging way to help young readers understand and regulate their emotions. Through the character of a monster whose feelings are represented by different colours, the book illustrates how various emotions—such as happiness, sadness, fear, and anger—can be identified and managed. This approach fosters self-regulation by encouraging children to recognise their emotional

states, express their feelings, and develop strategies to cope with them. By associating colours with emotions, the book makes emotional awareness accessible and relatable, aiding children in their social and emotional development while promoting resilience and emotional intelligence.

In addition to this, we may use the 'Zones of Regulation' approach. This is a cognitive behavioural approach used to teach self-regulation by first helping children to be aware of and understand their feelings and emotions, both positive and negative, as well as the possible triggers for them. It provides support to pupils who need to become independent in controlling their emotions and actions, enabling them to develop their ability to manage appropriately and problem solve as situations arise.

Emotion Coaching

Responding to emotions – At Newdigate Infant School and St Michael's Infant School, we use emotional coaching to guide our responses to children experiencing strong emotions. This means we will first show empathy and acknowledge the emotion and then we help them find a plan or solve the problem either verbally or using comic strips or paper resources. Sometimes children may need help scaling their emotions using visual resources (ELSA room) or a scaling chart (1 to 10).

Emotion Coaching uses the **HELP** strategy:

H – Highlight their emotion and label it (I can see you areI wonder if.....).

E – Empathise to let them know the feeling is ok (It's ok that you feel.....).

L – Limit setting to remember the rules (But we have rules to keep everyone safe).

P – Problem solve and give advice for the next time (Next time you feel..... you could.....).

Support Available for Staff

All staff, no matter how experienced or inexperienced, may need support with behaviour issues at times. We assert the principle that to ask for help is a professional strength and create an atmosphere where staff see seeking help as part of the solution.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (considering individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe.

Support Available for Parents/Carers

Supporting parents/carers is part of supporting pupils. Parents need to be able to communicate their families' needs to the school in a positive and open manner. We encourage parents to approach class teachers in the first instance but recognise that there may be occasions when they may wish to initially share with another adult in school who then has the responsibility for keeping other relevant adults informed.

Additional support for parents/carers may include:

- CAMHS (Counselling & Mental Health Services).
- Sign posting from the Inclusion Team.
- Early Help.
- Social services.
- Health service professionals.
-

Monitoring and Review

The headteacher, with the Senior Team, monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that our school policy is applied fairly and

consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that our school abides by the non-statutory guidance, The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background. The governing body reviews this policy yearly. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.