



Relational Behaviour and Anti-Bullying Policy

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Signed Headteacher		
Signed Chair of Curriculum & Standards		
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Rednal Hill Infant School and Nursery
Relational Behaviour and Anti-Bullying Policy

2026 / 2027

"Be the very best you can be"

At Rednal Hill Infant and Nursery School, we believe that positive behaviour is everyone's responsibility. Governors, staff, parents, carers, and children all play a role in creating a safe, nurturing, and inclusive environment where every child can thrive.

Our Behaviour Policy sits firmly within our safeguarding framework.

"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play."
(Keeping Children Safe in Education, DfE, September 2025)

We are committed to ensuring that our approach to behaviour is child-centred, relational and supportive. We recognise that behaviour is a form of communication and may be influenced by factors including:

- Special Educational Needs and Disabilities (SEND)
- Social, Emotional and Mental Health (SEMH) needs
- Attachment needs
- Trauma and adverse childhood experiences
- Medical needs
- Family circumstances
- Mental health and wellbeing

As a Trauma Informed Attachment Aware School (TIAAS), we aim to create a safe, nurturing and positive ethos where both children and adults show consideration for each other and their environment. We encourage children to become responsible for their own behaviour and to understand the impact their actions have on themselves and others. Staff work together to provide a consistent approach, recognising that every member of the school community shares responsibility for promoting positive behaviour. Throughout the school, the emphasis is on praise, encouragement and positive rewards.

We recognise that all children are unique. Any response to behaviour will consider the individual needs, developmental stage and circumstances of each child.

We aim to help children develop increasing responsibility for their own behaviour by teaching them the skills they need to make positive choices, regulate their emotions and build successful relationships.

Children are taught to understand the impact of their actions on themselves and others. They are supported to learn from mistakes, repair relationships and make positive choices in the future. Staff recognise that some behaviours may communicate an unmet need and will seek

to understand the underlying cause before deciding upon appropriate support or consequences.

Rednal Hill Infant and Nursery School is committed to:

- Developing positive relationships with pupils to enable early intervention.
- Promoting positive behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding positive behaviour.
- Challenging inappropriate behaviour through emotion coaching and restorative conversations.
- Providing a safe environment free from disruption, violence, discrimination, bullying and harassment.
- Encouraging positive relationships with parents and carers.
- Promoting positive child-to-child relationships.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Adhering to the guiding principles of TIAAS (Trauma Informed and Attachment Aware Schools).

At Rednal Hill Infant and Nursery School, we hold high expectations for our children and expect them to:

- Show consideration, kindness and politeness towards others.
- Cooperate with adults and peers.
- Demonstrate good listening.
- Try their best and make an effort with all learning.
- Tell the truth.
- Listen respectfully to others.
- Take care of the school environment and resources.

We firmly believe in using positive praise and a reward-centred approach. We recognise that children are still developing their social, emotional and communication skills and may sometimes make choices that do not meet our expectations. When this occurs, we seek to

understand the reason behind the behaviour and support children to make positive choices in the future. We all come to school to work in a safe, happy and calm environment where respect for each other is an expectation. Bullying, including prejudice-based bullying, is not tolerated and will be addressed in accordance with the school's Anti-Bullying Policy. We aim for our children to develop self-respect, self-discipline, honesty and respect for others – all of which are achievable at an early age.

The protected characteristics identified within the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation

The following UNISEF Rights articles link and are promoted within our school's behaviour policy:

- Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.
- Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.
- Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.
- Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.
- Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.
- Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.
- Article 37: No one is allowed to punish you in a cruel or harmful way.

Structure and Routines

The school understands that pupils work best when there are established routines. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily. Routines enable stability in a calm, orderly environment. Routines may include activities such as the following: sitting in designated carpet spaces during registration, carpet sessions and at home time; collecting snack or classroom resources such as whiteboards

and erasers in an orderly fashion; lining up sensibly and safely for any movement around school etc. Routines of the day are displayed for children to see in the form of a visual timetable.

Classroom and school routines are shared with support staff, volunteers and supply staff to ensure consistency for the children. Teachers explain the rationale behind the routine to help pupils understand why it is needed i.e. 'To keep you safe', as well as the consequences that will be imposed if a pupil does not adhere to the routine i.e. 'You could hurt yourself or someone else'. Staff consistently teach, model and reinforce routines throughout the year to create a calm, safe and purposeful learning environment.

Routines and expectations are re-established after each school holiday and then reinforced each day.

Values

Our school values underpin all interactions, behaviour expectations and restorative conversations. They are displayed consistently throughout the school so that all members of staff can model and reinforce them in every environment. The values are visible in classrooms and shared spaces and are regularly celebrated within our school community.

Our school values are taught explicitly through assemblies and reinforced through classroom learning and daily interactions.

Our six core values are:

Respect, Trust, Honesty, Responsibility, Resilience and Fairness

Rewards

For rewards to be effective, within our school, for the age and stage of our children, we recognise that they need to be; **Immediate** (responding to children in the moment, following good behaviour, using verbal praise, stickers etc.); **Achievable** (rewards should be purposeful and motivating); **Fair** (rewarded fairly, for example every child will be recognised and celebrated throughout the term).

The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. Teachers may implement different types of rewards as they see fit, with approval from the head teacher, where necessary; however, the following rewards are used:

❖ Verbal Praise from staff – 'connection before correction'

- ❖ Stickers/certificates for behaviours and learning effort and achievement.
- ❖ Positions of responsibility e.g. classroom monitors, school council etc.
- ❖ 'STAR OF THE DAY', Every child will be recognised and celebrated throughout the term.
- ❖ Congratulations Certificate, presented during Friday assembly and acknowledged in the school newsletter.
- ❖ Special privilege e.g. extra playtime, class party or movie afternoon through 'marbles in the jar' for a whole class behavioural initiative i.e. focussing on a specific goal such as 'good listening' with clear expectations for achieving it.
- ❖ 'Lunch time award' for positive lunchtime behaviour including good manners.
- ❖ Praise and rewards from the Head Teacher or Deputy Head Teacher for demonstrating excellent work or school values.

EMOTION COACHING - "Every Day is a New Day!"

At Rednal Hill Infant and Nursery School, we believe that mistakes provide valuable learning opportunities. Each day is viewed as a fresh start. Children are supported to reflect upon their actions, understand the impact of their behaviour, repair relationships where appropriate and move forward positively.

Where inappropriate behaviour occurs, staff use emotion coaching, co-regulation and restorative approaches to help children:

- recognise and name emotions;
- understand the impact of their actions;
- develop empathy;
- repair relationships; and
- make better choices in the future.

Children may be supported to restore relationships through verbal apologies, restorative conversations, written reflections or other age-appropriate actions.

Children in the infant phase are continuing to develop their communication, emotional regulation and social interaction skills with both adults and their peers. It is important that the adults supporting our children build positive relationships from the onset; enabling the children to feel safe and secure and have a sense of belonging. A key message to the adults in our school is **'CONNECTION before CORRECTION'**.

Our children are all unique and have different experiences, needs and support systems at home. We endeavour to build positive relationships with all our children, which starts prior to

them starting school, through stay and play sessions and home visits in Nursery and Reception and through initial greeting and school visits for KS1 children. It is then, once these relationships are established, that the most effective behaviour management processes can be embedded. It is so important that all adults supporting our children, including teachers, support staff, parents and external agencies work together to support children with individual needs by working in partnership. This is even more important when things are happening in a child's life which might test their resilience and also test the boundaries set by school to keep them safe.

Where pupils display negative, unacceptable behaviour, the school's Senior Leadership Team, will work in partnership with parents and relevant staff to ascertain;

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure that their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's behaviour be monitored?

Where there is an accumulation of incidents, or where a child presents a significant risk of harm to themselves or others, the following strategies may be implemented:

- ❖ Support from year group Lead or SLT.
 - De-escalation, co-regulation and emotion coaching strategies used.
 - SLT, in partnership with staff, will inform parents of the consequence/action, this may be face to face, via a phone call, email or letter to parents and the incident will be logged.
 - At times, it may be necessary to implement an Individual Behaviour Support Plan, conduct a risk assessment, involve external agencies, adjust provision or consider a suspension in line with DfE guidance and the school's Suspension and Exclusion Policy.

Behavioural Consequences

Young children benefit from clear rules and boundaries to enable them to feel safe and to know the expectations. Consequences are used to support learning and promote positive behaviour. They are not intended to shame, humiliate or punish children. As adults our choices lead to consequences, and this is what we teach our children.

All consequences in school, should be fair, immediate and proportionate in line with the unwanted behaviours presented. Parents will be informed at the outset if there is a decline in their child's behaviour so that all adults can work together to support improvement.

Consequences used at Rednal Hill Infant and Nursery School may include:

- A verbal reminder of expectations.
- Emotion coaching and restorative discussion.
- A reminder of relevant school values and UNCRC rights.
- A restorative action such as a verbal or written apology where appropriate.
- Temporary loss of a privilege linked to the behaviour.
- Supported reflection time with an adult.
- Additional monitoring through a behaviour support card or check-in system.
- Individual Behaviour Support Plans where required.
- Risk assessments where behaviour presents a safety concern.
- Suspension in accordance with DfE statutory guidance.
- Permanent exclusion in the most serious circumstances and only when all statutory processes have been followed.

Staff may use reasonable force only when necessary to prevent injury, serious damage to property, serious disruption or harm to others, in accordance with DfE guidance, *Use of Reasonable Force in Schools*. Any Team Teach deescalation techniques used within school, will be logged on My-Concern and parents will be informed.

In line with the Equality Act 2010, there may be times when reasonable adjustments need to be made to the implementation of this Behaviour Policy. For example, a child with SEND may require adapted approaches or additional support. Behaviour expectations will remain high, but strategies and consequences may be adjusted to take account of individual needs and circumstances.

Anti-Bullying

Bullying is not tolerated at Rednal Hill Infant and Nursery School. All pupils have the right to feel safe, happy and ready to learn. We recognise bullying as a serious matter and concerns will be investigated and addressed promptly. We are committed to supporting all children involved, recognising that both the child experiencing bullying and the child displaying bullying behaviour may require support.

We adopt the Anti-Bullying Alliance definition of bullying:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

Bullying may include:

- Teasing
- Name calling
- Making threats
- Taunting

- Mocking
- Making offensive comments
- Stealing
- Physical aggression or violence
- Coercion
- Deliberate social exclusion
- Cyberbullying

This list is not exhaustive.

Any concerns regarding bullying should be reported immediately to the class teacher and/or a member of the Senior Leadership Team. Concerns will be investigated in partnership with pupils, parents and carers and, where appropriate, a plan of action will be agreed. This may include restorative conversations, education regarding the impact of behaviour, support for relationships and ongoing monitoring.

During investigations, staff may monitor interactions and gather information from relevant adults and pupils. Where evidence suggests that friendship difficulties or relational conflict rather than bullying are the root cause of concerns, support may include:

- Restorative approaches
- Emotion coaching
- Circle of Friends
- 1:1 check-ins
- Support to develop wider friendship groups
- Inclusion in nurture or pastoral support groups

All incidents, allegations and outcomes relating to bullying will be recorded in accordance with school safeguarding procedures and logged on MyConcern where appropriate.

Although the experience of the child who has experienced bullying must always be taken seriously, we recognise that bullying behaviour often reflects an unmet need or difficulty experienced by the child demonstrating the behaviour. Consequently, our approach seeks to support all children involved whilst ensuring that harmful behaviour is challenged and addressed effectively.

Monitoring and Recording

Children who display frequent or concerning behaviours will be monitored through class behaviour records.

Where behaviours become persistent, significant, or present a safeguarding concern, incidents will be recorded on MyConcern in accordance with the school's safeguarding procedures.

Effective partnership working with parents and carers is essential in supporting behavioural development. Where concerns arise regarding a child's behaviour, parents and carers will be informed at the earliest opportunity by the class teacher or a member of the Senior Leadership Team. Staff will work collaboratively with families to identify strategies that support positive outcomes for the child.

Behaviour data is regularly reviewed and analysed by the Senior Leadership Team to identify trends, inform support strategies and ensure consistency of practice. Behaviour information is reported to governors as part of the school's monitoring and safeguarding arrangements.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, SEND Policy, Suspension and Exclusion Policy, Equality Information and Objectives Statement, and Physical Intervention Policy.

Legislation and guidance

- Keeping Children Safe in Education (DfE, September 2025)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, September 2022 – current)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (DfE, August 2024 – current)
- SEND Code of Practice: 0–25 Years (2015)
- Equality Act 2010
- United Nations Convention on the Rights of the Child (UNCRC)
- Working Together to Safeguard Children (December 2023, current)
- Use of Reasonable Force in Schools (DfE, July 2013 – current)