

**Annan School**

# **Behaviour and Positive Relationships Policy**

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**Reviewed by: Debby Hunter**

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# BEHAVIOUR AND POSITIVE RELATIONSHIPS POLICY

## Introduction

Annan School is a caring community, with values built on mutual trust, positive relationships and respect.

Our Froebelian ethos is based on a 'strengths-based model' which focuses on children's existing talents, skills and potential to foster confident, and lifelong learners. This is in contrast to a 'deficit model' which focusses on individuals' problems/weaknesses.

We seek to support our children with understanding and positivity. We recognise that behaviour communicates a message. We understand that unsocial behaviour is often communicating an emotional need or a need for support.

When we see a child as 'misbehaving,' we are likely to respond with punishment. When we see a child as struggling with something difficult, we respond with support and guidance to help them manage their feelings.

The school climate aims to create a shame-free learning zone where responsibility for one's own learning is valued.

Emotionally literate staff, who interact with children in ways that soothe, calm, contain, stimulate and accompany them as they learn, support children to become emotionally literate too.

We aim to encourage a growth mind-set and believe behaviour can change for the better with the right support.

We understand that when children feel safe and supported, their behaviour improves. Children cannot learn to behave better if we make them feel worse.

The school behaviour policy is designed to encourage everyone at school to work together in a positive and supportive manner. It aims to promote an environment where everyone feels happy, safe and secure.

## Aims

- The primary aim of the behaviour policy is not a system to enforce rules but rather to promote positive relationships, so that adults and children can work together with the common purpose of helping everyone to learn in a calm and purposeful environment.
- The aim of the policy is also to provide a consistent approach to behaviour management and for every member of the school community to feel valued and respected, safe and for all persons to be treated fairly.
- We aim to create a positive, safe environment in our school in which bullying, physical threats or abuse and intimidation are not tolerated, and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- We aim to help children develop self-awareness of their emotions, enabling them to manage their behaviour and understand the consequences of their choices.
- We aim to ensure that agreed boundaries of acceptable behaviour are clearly understood by all children, staff and parents/carers.

## References

This Policy has been written with reference to ***Behaviour and discipline in schools: advice for headteachers and school staff (DfE) (updated 2024)***

Other relevant policies:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Exclusion Policy
- This policy includes children in the Early Years Foundation Stage (EYFS) unless stated otherwise.
- No form of physical or other corporal punishment is used or threatened by anyone working with children at the school.

## **Behaviour Expectations and Definitions**

### **Our Approach**

By promoting prosocial behaviour and responding appropriately to unsocial and anti-social behaviour, we aim to support all children in developing the skills, self-regulation and understanding needed to behave positively and responsibly within school and in wider society.

### **Definitions of behaviour**

#### **Prosocial Behaviour**

Prosocial behaviour refers to actions that are kind, cooperative, respectful and supportive of others. These behaviours help create a safe, inclusive and positive learning environment where all children can thrive. We actively teach, model and reinforce prosocial behaviour as it supports children's social, emotional and moral development.

#### **Examples of prosocial behaviour include:**

- Showing kindness, empathy and consideration for others
- Sharing resources and taking turns
- Using polite language and good manners
- Helping peers or adults without being asked
- Working co-operatively in pairs or groups
- Resolving conflicts calmly and respectfully
- Following school rules and routines

#### **Unsocial Behaviour**

Unsocial behaviour refers to behaviour that is withdrawn, avoidant or inconsiderate, rather than intentionally harmful. This type of behaviour may indicate that a child is finding something difficult socially, emotionally or developmentally. We approach unsocial behaviour with understanding, support and guidance, helping children to develop more positive ways of engaging with others.

#### **Examples of unsocial behaviour include:**

- Avoiding interaction with peers
- Refusing to join in group activities or complete work set
- Not listening to others or not responding appropriately
- Minor rudeness or lack of cooperation
- Refusing to get changed for an activity eg Forest School/PE
- Isolated incidents of low-level disruption

Unsocial behaviour is addressed through clear messaging and expectation, support, encouragement, and, where appropriate, pastoral or additional help.

#### **Anti-Social Behaviour**

Anti-social behaviour refers to behaviour that intentionally harms, intimidates or significantly disrupts others' learning or the school environment. Such behaviour is not acceptable, as it negatively affects the wellbeing, safety and learning of individuals and the wider school community. Anti-social behaviour is addressed through clear logical consequences alongside support to help children understand the impact of their actions and learn more appropriate behaviours. (*see consequences on P7*)

#### **Examples of anti-social behaviour include:**

- Bullying, harassment or intimidation
- Physical aggression or threatening behaviour
- Persistent verbal abuse or swearing
- Deliberate damage to property
- Repeated disruption to learning despite support
- Behaviour that causes fear, distress or harm to others

## A Positive Approach to Behaviour

We believe that our approach to behaviour supports children in developing self-esteem, self-discipline and self-regulation. It is grounded in strong relationships and clear, consistent expectations. An effective behaviour policy guides children towards these outcomes through a shared understanding of positive, respectful and responsible behaviour.

Our learning culture views learning as a process, encourages learning from mistakes, and supports children in understanding and taking responsibility for their emotions and learning how to communicate responsibility for their feelings.

Through positive role modelling, and consistent support, we help every child grow into a compassionate, responsible, and resilient member of our school community.

At Annan we nurture a community rooted in respect, kindness, empathy, and cooperation. We explicitly teach and celebrate prosocial behaviour, helping children develop the skills to build positive relationships and thrive in their learning.

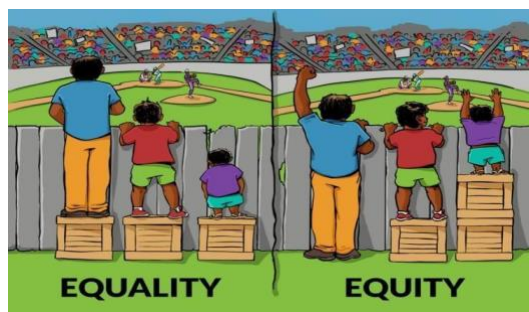
When children struggle or make poor choices, we respond with support and restorative practices that encourage reflection, repair, and growth. Behaviour that harms or disrupts others is addressed with guidance that helps children understand the impact of their actions and make amends.

The uniqueness and diversity within our staff, child and parent body is valued and celebrated and we guide children to an understanding of what Equality and Equity mean for us as a community.

### **Equality is treating everybody the same.**

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

**Equity is giving everyone what they need to achieve success.** At Annan School we strive for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.



### **How do we teach behaviour?**

We understand that positive behaviour, like other skills and abilities, is something that can be learned. We encourage a growth mind-set and believe behaviour can change for the better with the right support. We manage the development of internal discipline in place of external discipline - using an approach based on self-regulation and self-motivation instead of control measures such as bribery, punishment and control. We understand that external discipline is controlling behaviour. Internal discipline is teaching behaviour.

We use a range of strategies to teach the skills our children need to succeed. We do not use visible behaviour-tracking systems, such as stickers or reward points, which can make children feel singled out or anxious. Instead, children are encouraged through personal positive feedback, verbal recognition, and supportive guidance.

- Staff use every opportunity to praise success and prosocial behaviour.
- Children are shown through modelling how to praise each other's successes.
- Children are shown reassurance and forgiveness (understanding that they can do it differently).
- Staff try as far as possible to ignore unsocial and low-level behaviours, giving time for unsocial behaviour to stop – trying not to give a lot of attention to these behaviours.
- Staff use positive language (telling children what we would like to see, not what we don't eg "Walk" rather than – "don't run").
- Restorative Practice involves addressing the behaviour, its impact, and consequences at an appropriate time - once the child is more regulated - and providing strategies to prevent future occurrences or support a positive way forward.

## Zones of Regulation

We support children to develop a deeper understanding of their emotions and how these can influence behaviour. We use the Zones of Regulation framework to provide a shared language, grouping feelings and levels of alertness into four colour-coded zones (blue, green, yellow and red). Emotional literacy is prioritised, with daily candle time providing regular opportunities for emotional check-ins.

We help children understand that all feelings are okay and focus on helping them recognise and respond to them. Children are encouraged to identify their current zone and develop a personalised toolkit of strategies to regulate their emotions.

In EYFS and infant classes, children use concrete symbols and images to make the concepts accessible. In junior classes, children talk about the zones but are supported to describe and respond to their feelings in more personalised ways, with less public display as they develop greater self-awareness.

## Respectful Communication and Problem Solving

Relationships between children and staff are based on a strong ethos of respect and communication. We believe that through our strong emotional intelligence model children learn to respect each other and the adults around them and learn to communicate their needs and feelings appropriately.

- Mutual respect is maintained through active listening and encouraging children to express their feelings both to adults and to each other.
- Adults model respect and co-operation by showing respect for the children and other adults and by a caring and friendly attitude.
- Relationships are free of judgement and staff avoid the use of labels (eg good boy) for the children.
- Adults take an active role in helping children to resolve their problems constructively.

## Setting boundaries and behaviour expectations – ‘non-negotiables’

Children and teachers discuss and set clear ‘rules’ or code of conduct of acceptable behaviour in their classes based on respect for each other, the environment and resources. The school also sets clear boundaries and behaviour expectations for behaviour at playtime/lunch hall/gatherings/outings moving around school and so on. Teaching staff remind children of these rules and agreements and revisit them regularly. These are called our “non-negotiables”.

Regular use is made of candle time as an opportunity to talk about feelings, to discuss expectations of behaviour and resolve problems as a group.

## Initial Responses to undesirable behaviour

### Initial Response & Clear Communication

- Give one clear instruction calmly and confidently.
- Use consistent language and tone.
- Allow take-up time before repeating if needed.
- Reminder: One reminder is enough; avoid lecturing or negotiating.

### Emotion Support & Co-Regulation

- **Emotion coaching:** Using moments of strong emotion to help children recognise, name and manage their feelings. Adults validate emotions (eg “I see you’re feeling angry”) while setting clear boundaries (eg “but it’s not okay to hit”), supporting children to make positive choices and develop self-regulation and resilience.
- **Adult-supported regulation:** An adult sits alongside the child to support emotional regulation in class or during play
- **Restore and Return** – A temporary change of environment with a supportive adult to help the child re-regulate. Children are not told to “get out of the classroom,” as this can feel rejecting. Instead, it is suggested they may work better in another space or with a trusted adult to prevent escalation and encourage positive choices. Spaces that trigger high anxiety, like the principal’s office, are avoided unless they offer a supportive setting for conversation and calming.
- **Sensory/Brain breaks** - Children are allowed to ask for or may have a brain break or a chance to calm in another designated space suggested to regulate sensory input, reduce anxiety/frustration. A system may be put in place whereby a child can let staff know without having to verbally ask eg a hand signal or card.

### **C.A.R.E. approach**

When dealing with any inappropriate behaviour or incidents, staff adopt a **C.A.R.E.** approach to ensure incidents are dealt with fully and don't reignite or escalate further later.

**Connect** – Verbally and physically recognise what you observe to establish trust and safety: eg “I can see you're frustrated.”

Match posture (eg crouching rather than standing over them) and facial expression to show attentiveness and concern rather than authority. Be aware of body language being open and accepting as well as words. Once connection is established, model calm, regulated behaviour to support co-regulation.

**Acknowledge** – communicate your acceptance or acknowledgement of the child's experience/emotion without endorsing inappropriate behaviour using language like “I'm wondering if you are feeling...” or “I can see you...”, “I noticed that you are (struggling to get going/ play kindly). “It's normal/ok to feel like that/have those feelings...”

**Reflection** – help the child to reflect on how they are feeling using Zones of Regulation, emotion pictures, referring to own experience. Refer to previous examples of good behaviour: “Do you remember last week when you when you managed that situation well?”

Set limits and talk about the behaviour – “I'm worried that you are not ..... and this means...”

“Everyone needs to be safe so...” or “it's not ok to ...” or “at school we do it like this...”

Clearly set expectations and limits: “Everyone needs to be safe, so we can't...” or “At school we do it this way...” Reflections are carefully managed to ensure they have minimal impact on other's learning. “We will need to talk about this when we have finished the lesson” for example.

**End Stage, reach resolution** – help child to problem solve. Remind them that all feelings are ok but some behaviours are not. Language used might include: “What would help you now?” “When I'm feeling ... I like to...” “Thank you for...”. Let the child choose the way forward. The aim is to de-escalate and support the child to re-regulate. If they have hurt or upset someone they need to come to an agreement on how to mend the relationship, if they have damaged equipment how they will make that right or if they have refused to do something which was important how they will make up the learning time. In other words a suitable consequence should be agreed on (see P7).

### **Conversation after incidents:**

Following an incident staff may follow up with conversation with the child to them understand the different emotions they experience, why they occur and how to handle them. Questions should be neutral and non-judgemental; about a child's behaviour and its effect on others.

These questions need to be asked when children are calmer and therefore not necessarily at the time of the dispute. It should be noted that ‘Why’ questions are less helpful. When relationship repair is needed, an adult often has to take the lead as the child cannot/does not know how to or feels too bad to do so.

- What happened?
- What were you feeling/thinking at the time?
- What do you think/feel about it now?
- Who has been affected by what has happened? In what way?
- What impact has this incident had on you and others?
- Which class rules or expectations have not been followed?
- What do you think needs to happen to make things right?

It is recognised that repairing significant relationships following an incident is especially important. For example, if a child has hurt or been rude to an adult and may have been removed from an activity or group, then time will need to be made for the child and adult to repair their relationship by, for example, playing a game together before the return to class.

Being asked to apologise can be really shaming, so any act of putting right damage done should be accepted. Eg the child could make a card/draw a picture/lend something/invite someone to play/write a note.

## **Learners with additional needs**

Some learners may have additional needs. This does not mean that our expectations are lowered but it does mean our response may be adapted, for example instructions may need to be repeated, visual supports used or additional chances given to make good choices.

Strategies employed may need to be individualised to meet a child's needs however this doesn't mean that non-negotiable rules can be ignored where they impact on others.

## **Consequences**

At Annan we believe that children should learn that there are consequences for their choice of actions. Therefore, the term 'consequence' is used in place of 'sanction'. The child is helped to see that the consequence is a result of their action or choices, rather than an arbitrary or unconnected 'sanction'. Regard must be given to the age of the child, disability, special educational need.

It is essential that there is always an element of restorative practice. We need to help the child develop new skills or new ways of thinking to help them to behave differently faced with the same set of circumstances the next time.

If there is no logical consequence then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices. A protective consequence is a short-term action taken to keep the child or others safe when there's no logical consequence. It's not a punishment, but a temporary measure while staff work on helping the child learn better ways to behave.

Examples include temporarily removing a child from a group after aggressive behaviour or restricting access to unsafe equipment. The focus is on immediate safety and supporting later learning through restorative practice.

Logical consequences should be relevant to the behaviour. This might include restricting access to the activity involved (for example not playing football at playtime for a number of sessions if the incident involved football) or being asked to carry out an activity that helps them to care for the school environment.

It may be sufficient that a reminder be given that a course of action may follow (for example 'if this happens again you will not be able to use the minibus for a week' or you will not be able to go to Forest School if we are not able to trust you to stay with the group in the forest. However, these must not be used as a threat but an enforceable and appropriate outcome if the behaviour happened again.

**Social stories** may be used to teach appropriate responses and behaviour in specific situations.

## **More serious incidents:**

There are some situations that will provoke a more formal response from school. If a child intentionally does any of the following, the Principal (or SLT if absent) will consider more serious consequences. This may include contacting the child's parent to take the child home.

- Physical assault against a child or adult
- Physical aggression, verbal abuse, derogatory language (including name calling) / threatening behaviour against a child or adult
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Racist abuse
- Deliberate damage to property
- Sexual inappropriate behaviour
- Theft
- Persistent disruptive behaviour

## **Child-on-child abuse**

- Acts of bullying, aggression, threats of aggression or sexual harassment between children are never acceptable at school. However, the circumstances around the incident must also be considered, particularly in the case of younger children and those in the EYFS.
- Our policy is to challenge all inappropriate behaviour between children. In particular, sexually inappropriate behaviour, language, or harassment is never dismissed as acceptable or as 'banter,' as this can normalise harmful attitudes and interactions among children. The age of the child is always taken into account when assessing how we respond.

- The school recognises that child-on-child abuse can also take place on-line.
- The same standards of behaviour are expected online as offline, including respect for others. Inappropriate online behaviour—including bullying, the use of offensive language, soliciting or sharing nude or semi-nude images or videos, and sexual harassment—is treated according to the same principles as offline behaviour.
- In the case of any report of child-on-child sexual violence or sexual harassment (whether offline or online, within or outside school), we follow the general safeguarding principles set out in KCSIE (in particular Part 5). The Designated Safeguarding Lead (or a deputy) will lead and advise on the school’s initial response.”
- We recognise that responding assertively to sexually inappropriate behaviour is a crucial intervention that helps prevent future challenging, abusive, or violent behaviour.
- Children’s interactions online can significantly affect the school environment. Negative online behaviour can harm the school culture and make the school feel unsafe.

### Further Steps

When a child has been identified as needing additional support with their behaviour, the school may implement a behaviour plan. Behaviour plans are a proactive approach, designed to help children succeed and maintain a positive, safe, and consistent learning environment for all.

A meeting would normally be arranged with the parent, teacher, Principal and/or Learning Development co-ordinator to discuss appropriate ‘next step’ strategies. This may include a Behaviour Plan or Behaviour Log. It may also involve exploring a possible underlying Special Educational Need (SEN) or if there is a need for therapeutic support i.e. play therapy or joining a social skills group.

### Behaviour Plans

Behaviour plans are used to:

- Provide structured and planned support: The plan outlines clear strategies and interventions tailored to the child’s needs, helping them understand expectations and develop self-regulation skills.
- Ensure clarity for all: Staff, parents, and the child are aware of the steps to be taken, reducing confusion and promoting consistent communication.
- Promote a consistent approach: All adults working with the child follow the same strategies, ensuring fairness, predictability, and stability in responses to behaviour.
- Support staff and adults: Teachers and support staff have clear guidance, which helps them feel confident and supported in managing challenging behaviour.

Behaviour plans may include personalised strategies such as: clear routines, visual prompts, specific interventions, and regular reviews to track progress. They are not designed to be punitive; instead, they are a tool to help children develop positive behaviours, self-awareness, and resilience.

### Internal Inclusion

An internal Inclusion may be used where behaviour support systems are not helping to change the pattern of behaviour. A child may be closely supervised in social situations/breaktimes, there may be restrictions on off-site activities like Forest School. A child may be given a differentiated teaching space or work in another classroom. Working in a different space should be seen as supportive for the child rather than shaming and rejecting. Language used needs to focus on the behaviour not the person.

### External exclusion

An external exclusion will be considered for incidents of serious violence or continued disruption or if all of the above have failed to change the behaviour.

See **Exclusion Policy**. Our Exclusion policy should be seen as an integral part of our Behaviour Policy.

### Recording incidents

Where a situation, requiring more than “minor” or relatively “trivial” intervention, has occurred, the incident should be recorded on an **Incident Record (IR)** - names of those involved, how the incident progressed, child’s response and outcome, details of any injury to any participant (including staff).

- Where an incident has resulted in a 'consequence' this should be noted on the Incident Record (IR form). This may be as simple as "it was agreed that xxxx would clear up the mess" or "xxxx moved to a different group to continue with their activity", to more serious consequences such as "xxxx will not be able to continue with the archery club this term".
- Recorded incidents may over time show patterns of behaviour which cumulatively may give rise for greater concern.
- Acts of violence or aggressive behaviour such as hitting, kicking, biting, scratching or violent pushing towards other children or adults should normally be recorded on an IR form. However, the circumstances around the incident must also be considered, particularly in the case of younger children and those in the EYFS, where a more informal log may be considered more appropriate, in consultation with the EYFS lead, a member of the SLT and/or Principal.
- An Incident Record (IR) should also be used for recording the incident as it applies to any children affected by the behaviour (ie a child who has been harmed by aggressive behaviour). These IR forms should not contain the names of the other children involved in the incident or the child who caused the incident nor the consequences other than reference to appropriate action being taken.
- Completed IR forms should be given to the Principal as soon as possible, on the day of the incident, or on the day the incident was reported to the member of staff.
- If the parent needs to be advised of the incident this would normally be done by the Principal or teacher who dealt with the incident by contacting the parent before pick-up time. The Principal will decide if a copy of the IR form is to be sent to the parent. For example, in the case of a serious incident, act of aggressive behaviour or if a 'consequence' may affect the child's parent (i.e. withdrawal from an after-school club etc), a copy of the IR form will be scanned and emailed to the child's parent.
- A scanned copy of the IR form is then uploaded to the child's individual file (Teams/The Keep). Incident Forms relating to behaviour are not included in the 'school record' transferred to a child's next school when they leave Annan unless the IR form has been included as part of a child protection concern (stand-alone file), which the school has a statutory duty to pass on to the receiving school.

### **Behaviour/Sanctions Log and retention of Incident Records (IR)**

All IR forms relating to behaviour incidents, including bullying and child-on-child abuse, along with any sanctions applied, will be filed in the Behaviour Records folder in chronological order for individual children. The Record is held in the Principal's office.

IR forms which have been completed for a child who has been harmed by another's actions - will be filed in the child's file in the school office.

When children leave the school, all IR forms for that child, along with other school records, will be archived and retained for three years from the child's leaving date.

### **Partnership with Parents and Carers**

Staff work with parents to understand behaviours and to identify the best ways to work with children to develop strategies to regulate more effectively and make more prosocial choices. Within this, there must always be clear boundaries and behavioural expectations.

We work closely with parents/carers to ensure the consistent approach of our positive behaviour policy. Parents/carers will be kept informed, as appropriate, and invited to meetings with school staff or outside professionals. Parents/carers will be informed of all incidents of dangerous anti-social behaviour and their consequences.

### **Parents/Carers are responsible for:**

- Accepting, contributing and supporting the school's approach to behaviour through our ethos of respectful communication. To support the school, parents are encouraged to get to know the schools' behaviour policy and reinforce it at home.
- Accepting responsibility for the behaviour of their children and supporting the school and their child by reinforcing messages about acceptable and not acceptable behaviours when appropriate.

- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.
- Contacting the class teacher directly if concerned that their child has been affected by the behaviour of another child, or suspect that their child may be the perpetrator of unacceptable behaviour.
- Contacting the Principal if after speaking to the teacher they are still concerned. The Principal will ensure that the incident has been fully investigated and dealt with in accordance with the school's Behaviour Policy.

#### **Staff are responsible for:**

- Modelling high standards of behaviour, both in their dealings with the children and with each other.
- Using positive behaviour techniques to encourage socially responsible behaviour.
- Providing opportunities for children to share their thoughts on what is acceptable and unacceptable behaviour and creating a class code of conduct.
- Having a visual display of Zones of Regulation to enable children to consider different feelings and emotions and provide time out where appropriate.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from getting out of hand) both in the classroom and playground.
- Enabling children to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for recognition and consequences - taking consistent and firm action to prevent one child from taking away another child's right to learn or feel safe.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through educating children about expectations and pre-empting, where possible, when situations may arise.
- Ensuring there is effective supervision of all children at all times (i.e. 'walking' in the playground and ensuring children are not left anywhere without supervision).
- Planning a programme of learning opportunities to promote prosocial behaviour.
- Ensuring that new children understand the procedures and guidelines that are in place.
- Liaising with parents/carers about matters which affect their child's happiness, progress and behaviour by keeping the parents/carers well informed.
- Building and maintaining positive relationships with parents, for example by making parents aware when their children are exceeding, meeting, or missing behavioural expectations.
- Recording parent concerns and response in the child's communication log.
- Recording serious incidents on incident forms as soon as possible on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others.

#### **Children are responsible for:**

- Following school and class rules of conduct/agreements.
- Being responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and choices and knowing the consequences they will have.
- Showing respect for each other and for each other's property and school resources and property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions and listen to others with respect.

#### **Monitoring and review**

This policy is monitored by the Proprietors and staff of the school and will be reviewed for changes in procedures and statutory guidelines in accordance with the school's policy review.