

Cumberland Infant School and Little Cumberland Pre-School

Relationship and Behaviour Policy



Approved by: Board of Governors	Date: 07.10.25
Review Frequency: Annually	Statutory requirement: Yes
Last Reviewed: 07.10.25	Next Review due: October 2026

We believe that our children should become aware of their role within a community and understand the positive impact building strong relationships has on themselves and others. Through a restorative approach to behaviour, we will help children develop their feelings of self-worth and self-esteem. By promoting social and emotional development, we will help understand about acceptable behaviour, but also a positive attitude towards learning which makes it possible for them to reach their potential.

At Cumberland, we enable children to become independent, work with and consider the feelings of others in a kind and respectful way, thriving at the opportunity to meet challenges and achieve success.

We recognise that for some children, for example those assessed as having SEND, the universal approach described below will not be sufficient or appropriate in addressing their behaviour and a personalised approach will be required.

Aims

For all members of the school community to:

- treat each other with respect, treating others as we want them to treat us.
- build strong relationships with the whole Cumberland community- children, staff, parents and the wider community.
- work in partnership to enable learning to take place and raise attainment.
- belong to a happy, caring, inclusive and supportive school.

By following this policy

The staff will:

- build strong relationships with the children.
- highlight and promote good behaviour.
- be consistent in our approach to inappropriate behaviour.
- become co regulators to assist children to self-regulate.
- use agreed consequences, which are known and understood by all members of the community.

- bring certain children, who have an unmet need and are struggling to regulate, closer to them.

The children will:

- build strong relationships and understand how their behaviour affects other people.
- be regulated and ready to learn and allow others to learn.
- have a clear understanding of what constitutes good behaviour, and its rewards, as well as inappropriate behaviour and its consequences.
- become considerate and co-operative members of the community.

Parents/Carers will:

- build strong relationships and work in close partnership with their child/children and staff to support their child/children through times their child's needs may not be being met.
- work in partnership with the school to ensure that their child is regulated and behaving in such a way that enables them and their peers to learn.
- know the support provided to children and the processes that will be followed if their child is experiencing difficulties in school.

Rewards

At Cumberland, we believe in building strong relationships and being proactive by noticing and praising good behaviour which acknowledges the behaviour of the child and encourages and reminds others of the school's expectations. To this end the praise needs to be specific e.g. "I notice that... is looking and listening really carefully, I know this is going to help him/her understand what they need to do next, can you all do that?"

Good behaviour is also rewarded by:

- On the spot praise.
- Being given a Learning Value Sticker.
- Having a full playtime and lunchtime.

- Cumberland Achievement Certificate – Each week, two children from each class are chosen to receive a certificate which celebrates how they have used our Learning Values.
- Throughout the day, if children are demonstrating our School Ethos ‘Together We Care Inspire Succeed’ they are given a pom pom that is placed in their Ethos pot. The class with the most Poms Poms in our Celebration Assembly are awarded our Ethos Teddy Bear for the following week.

Consequences:

Through the use of our Vision, Ethos, Learning Values and the emphasis on Relational Practice, the children are taught good behaviour for learning, and this is referred to throughout the day. If a child shows behaviour that does not meet the School’s Vision, Ethos, values or damages relationships consequences are applied.

The hierarchy of sanctions are:

- A look or glare
- A positive reminder of behaviour expectation using the restorative approach:
I have noticed that....
I feel that....
What could be you do next time...
Could you do that for me?
- Verbal warning highlighting or explaining the unacceptable behaviour.
- Child does not earn five/ten minutes of play or lunchtime.
- Child completes an appropriate natural consequence (see Appendix 1)
e.g. making a sorry card to the child they hurt

Children missing playtime/lunchtime will walk with an adult for the required time and the adult will talk about the reason they are missing their play/lunchtime. When the child is regulated, an adult will ask:

What happened?

How did it make you feel?

What did you need at that time?

(When the child can explain this, this is the time to unpick what went wrong in more detail)

What do you need to do next time?

If the child continues to struggle to regulate, they will be co regulated by the teacher/Learning Support Assistant in class. If the child continues not to be able to regulate an adult with a strong relationship with the child will co regulate just outside the classroom or take the child to a safe space outside. The child is crying out for help and needs the adult to bring the child closer. This may involve some form of distraction to assist in regulating the child and reconnecting with them. (See appendix 2) The Head Teacher, Deputy Head Teacher and SENCo are available to assist in co regulating the child if support is needed.

In cases where a child is a danger to themselves or others physical intervention may be used by the Head Teacher or Deputy Head Teacher. (See physical restraint policy)

On occasions where a child is calm but refusing to leave the room – the child may be escorted from the area using a support hold on the arms, ‘The Caring C’ hold.

If a child’s behaviour is extreme and is putting the safety of others at risk and the child refuses to leave the classroom, the teacher will call for assistance from the Head Teacher or Deputy Head Teacher, the other children will be removed from the room and the Head or Deputy Head Teacher will stay with the unregulated child until the situation is resolved. If a child is restrained by the Head Teacher or Deputy Head teacher, the child’s parents will be informed in writing.

Building and maintaining successful relationships

Children need to be given the chance to suggest how to make things better. Often this is to say ‘sorry’. Adults need to help the child understand that the best apology is not to repeat that harm again e.g., hurt someone, throw something etc.

At Cumberland, we work with our children to provide high challenge and high support using ‘**With**’ from the ‘Four Ways’ approach.

Four Ways:

To - High challenge and low support e.g. shouting or being angry at the child

Not - Low challenge and low support e.g. repeated ignoring of unmet need of the child.

For- High support and no challenge e.g. doing everything and avoiding confrontation with the child

With – High Support and high Challenge e.g. co regulating and addressing unmet need with your child. Showing and encouraging empathy, kindness, nurture, compassion and listening with understanding that there are consequences for their actions.

If a child is continually disruptive the class teacher/Pre-school staff will speak to the child's parent(s)/carer(s) informing them of the problem and asking them to talk to their child about his/her behaviour. If the behaviour does not improve, we will begin to monitor behaviour/triggers more closely and in consultation with the parent(s)/carer(s) we will implement an Individual Behaviour Plan (IBP) or Pastoral Support Plan and complete a MABS referral in partnership with the parents.

Exclusion

Any act of excessive aggression towards a member of the school community will not be tolerated and will result in an internal or in extreme circumstances an external exclusion. Parents will be informed about the incident and the consequence imposed. If a child is given an external exclusion, parents will be given a letter outlining the reasons for this and information about their rights.

Lunchtime

Lunchtime Supervisors are responsible for ensuring the children's safety and security at lunchtimes. Supervisors will actively promote good behaviour by talking to and playing with the children.

Rewards – See previous section

Lunchtime Consequences

- The child is told why his/her behaviour is unacceptable and then warned that he/she will walk with an adult if the unacceptable behaviour continues e.g. When you say somebody cannot play with you make them feel upset

and is that caring? What could you do? If you do that again you will have to hold my hand and talk about this further.

- If the child continues to behave in an unacceptable manner the child walks with a supervisor for five minutes. When the child is regulated, they will ask:

What happened?

How did it make you feel?

What did you need at that time?

(When the child can explain this, this is the time to unpick what went wrong in more detail)

What do you need to do next time?

- If the child continues to make the wrong choices or if the behaviour is causing a safety issue the Class Teacher, the Head Teacher or Deputy Head will be called.

Process for children needing additional support

Where consequences and initial discussions are not improving a child's behaviour and their behaviour is disruptive to the class a more individualised approach to behaviour support and management will be required.

The teacher will discuss the issues with the Inclusion Manager or Head Teacher, and an Individual Behaviour Plan or Pastoral Support Plan will be written by the Class teacher, Inclusion manager or Head Teacher and shared with the child's parents/carers.

The IBP/PSP outlines our concerns and sets targets for improvement in behaviour with agreed rewards. This may for example, be a sticker chart, computer time or time to play a game with an adult depending on the child's interest and motivation. If a child does not earn the reward on that day, the class teacher or LSA will spend time with the child outlining that day's issues.

Parents should be contacted with an agreed communication of their choice, e.g. verbally, by email, a telephone call or through a Home-link Book so that they are informed of any major issues that have taken place during the day or positive aspects of behaviour, so that we celebrate the positives or talk to the child about why they have found things difficult.

Staff will report on My Concern if behaviour persists or becomes more frequent or severe, in case we need to take matters further. If the child's behaviour does not improve, the Head or Inclusion Manager will refer the child to The Harbour Outreach Team for advice and if necessary additional support.

Developing children's understanding of behaviour for learning.

As part of the learning process, it is important that all children involved in unacceptable behaviour have an opportunity to talk about what happened with a trusted adult. Part of this conversation will be assisting the child to empathise with the feelings they have created in the other child/children. Our Vision, Learning Values, Relational Practise, MyHappyMind modules, our RHE curriculum and assemblies are heavily based on developing children's social skills and an understanding of their role within a community. Throughout their time at Cumberland the children will learn about:

- The importance of keeping themselves and others safe.
- Being emotionally healthy, expressing their feelings appropriately and being able to interpret and respond to the feelings of others (RHE and MyHappyMind).
- Building relationships, weekly Check in/Check outs (Relational Practice).
- Develop their spiritual, moral, social and cultural awareness (British Values).
- Understanding diversity and equality (Protected Characteristics).
- The skills they need to achieve their potential.
- The need to be considerate to and collaborate with others.
- Playing a purposeful and active role within the school and wider community.

Appendix 1

Appendix 2

Helping children to develop self-regulation

What is self-regulation?

Self-regulation is the ability to understand and manage your behaviour and your reactions to feelings and things around you. As part of the new Early Years curriculum our children are being expected to be able to develop this skill however, the ability to self-regulate can even be a challenge for us adults at times. This leaflet is aimed at supporting us to understand how to help our children develop this skill over time.

Executive Function

The ability to self-regulate works closely with Executive Function. Executive Function is a set of mental skills that include working memory, flexible thinking and self-control. These skills are very important when learning new things. Therefore, if we can support our children with developing their ability to self-regulate it will have a positive impact on their Executive Function thus supporting their learning and development.

How will we know if a child is able to self-regulate?

We are able to identify if a child can self-regulate by observing their interactions and noting if they are able to stop doing something even if they do not want to, and they can start to do something that is required of them even if they would rather not. Tidy up time is a great example. Children who are fully engrossed in an activity but hear the words 'Tidy up time' and instantly begin to put their toys away are able to self-regulate. A child is likely to show degrees of the following if they have begun to or have developed the ability to self-regulate:

A child who has not mastered the ability to self-regulate may find it hard to:

- **Wait**
- **Be flexible**
- **Persevere**
- **Control (mood, actions, responses, physical reactions)**
- **Understand cause and effect consequences (they won't seem to learn from their experiences)**
- **Take risks**
- **Be aware of personal safety**

How to help a child to self-regulate

We have all seen a child who finds it difficult at some time in their early years to regulate their emotions whether it is separating from a parent at the beginning of the day, not being able to have their wants met instantly or they are just having a bad day.

These are times when the child does not have control over their behaviour, reactions or feelings. They are unable to self-regulate. This is where a co-regulator is needed. A co-regulator is someone who helps the child to begin to understand their emotions, what is happening and why. People who may support the children as their co-regulator are their parents, grandparents, other family members, school staff and friends. They are usually people with whom the child has developed a strong relationship. The role of the co-regulator is to offer a warm, calm response. The response should provide the child with support to help them begin to regulate what they are feeling. It is within this safe place that children can learn to express their feelings in a positive way. Below is a method that can be used to support a child in need of co-regulation.

The Five to Thrive Method.

This method is used when you interact with a child who is upset, distressed or stressed about something. It is completed in the order presented.

RESPOND – Who responds to you when you feel anxious or unsafe?

You respond to what the child is showing you. You recognise what the child is feeling and why.

CUDDLE/Engage (for young child/immature brains need proximity) Who is good at engaging with you?

The adult engages with the child, this could be a hug or holding the hand of the child. Some children may not want the adult to have contact with them but just be close by.

RELAX – Who co-regulates with you?

Adult must be relaxed if they are going to co-regulate the child. If you are not self-regulated yourself then you will not be able to co-regulate the child and may need someone else to do it.

PLAY – Whose playfulness helps you?

Authentic non-verbal communication – this means not talking about what the child was upset about but playing something together, reading a book to them, taking them for a walk.

TALK – Whose narrative helps you make sense of things?

Verbal communication – this is the part that is completed when the child is in a calmer place and is able to make sense of what is being said to them. This is where you can discuss what happened, how they felt and their reactions. Before this stage, the child is unable to comprehend what the adult is saying and therefore it will not have an impact on their responses.

What can we do to support our children to develop this essential life skill?

There are many things that we can do to support our children to develop these skills and they are really simple and fun!

Here are top ten ideas for supporting self-regulation in our children:

- Read stories with the children about emotions and feelings. There are some great books out there that address the different emotions one might feel at different times. 'How Do You Feel?' by Anthony Brown is one example. You can even find video versions on YouTube if you do not wish to buy them.
- Play games. There are so many different games that you can play that help to develop self-regulation. See the table attached for ideas and brief instructions on how to play.
- Singing and nursery rhymes. Sing some favourite songs, poems or rhymes at least once a day. The walk or car journey to school is a good one for this and starts the day off on a positive. Studies have shown that children who participate in singing and nursery rhymes have better self – regulation skills.
- Go outside! Outdoor play is key for self-regulation and does not need much adult interaction. A game of tag, hide and seek, football all have their benefits for self-regulation. When children have opportunities to take part in games like this with their friends there is often opportunities to be able to try to resolve

conflicts and it is this time where the children can rehearse those self-control skills.

- **Roleplay.** This enables the children to take on the role of someone else. They act out a familiar situation or solve a problem. This enables them to build their self-confidence and work through difficult situations by practicing.
- **Calm down kits** – this is one that costs money but you can find some great videos for how to create a calm down kit or basket online if the child enjoys sensory or fidget toys to help regulate.
- **Playdough** – just ask reception or preschool we have a few playdough recipes and even better are scented ones that the children can smell. Lemon is supposed to be very calming and promotes concentration.
- **Yoga.** You can find many yoga activities online for children and cosmic yoga is a good watch and join in on YouTube.
- **Breathing.** Long and slow breathing helps soothe the nervous system.
- **Have a smiling contest!** Smile at the children with your cheesiest grin and have them do the same. See how long you can all keep smiling for. Research shows that facial expression can have a small but significant impact on our emotions: turning your frown upside down can really make you happier!

Self-regulation games board

Could you choose one game a week to play regularly with the children? You could have a game of the week and choose different ones each week.

Stop and Start Play games such as musical statues. Children walk or dance to the beat while the music plays and they have to stop when it stops. Unlike musical statues, there is no penalty for not stopping. It is about learning to stop when you need to. You could adapt it to walking/marching to music and you have to clap when it stops.	Quick reaction direction Playing a beat on an instrument (could even be a saucepan) and the children have to walk forwards. Change to another instrument (or a bucket-something with a different sound) means they have to walk backwards. You can add other instruments or household items and introduce more instructions e.g. walking sideways, jumping.	Simon Says! This game requires the children to pay attention, listen carefully and follow directions. This game is particularly useful if a child is working on developing their listening and attention skills.
Move like an animal. Ask the child what animal they feel like right now, then invite them to move how that animal moves. Then ask them what animal they would rather feel like and invite them to move that way instead. This activity helps children to shift their emotions into their desired feeling.	Mindful games Play freeze dance – play the music and when it stops or you say ‘Freeze’ the children have to freeze. Balloon arms - https://www.susankaisergreenland.com/watch-1/balloon-arms-with-susan You can find many more mindful games that promote self – regulation online.	Red light, Green light Using coloured cards, or anything these colours as you say red light the children have to stop, green light means go. You could even add in an amber colour for ‘slow movements.’ The children could move in different ways for the green e.g. you could instruct them to skip, hop, jump, walk etc