



Crofton Hammond Junior School

'Ready, Respectful, Resilient'

Relational Behaviour Policy

Date Policy approved and adopted:	Spring 1 2026
Date Due for review:	Spring 1 2027
Signature of Headteacher :	
Signature of Chair of Governors	

At Crofton Hammond Junior school, we adopt a relational approach to behaviour management by encouraging all adults to look beyond behaviour and be curious about children’s needs.

Our positive and inclusive approach focusses on managing emotions and wellbeing, recognising that all behaviour is communication influenced by emotions. We strive to enhance emotional intelligence through a whole school ‘BOUNCE’ approach created by the Child Therapy Service. Through this, we encourage pupils to explore their emotions, understand their impact on behaviour and learn self-regulation strategies. This is facilitated through restorative practises, self-regulation techniques and where necessary, natural, logical and protective consequences.

Our behaviour policy is underpinned by our school values of **Ready, Respectful and Resilient** to enable all pupils to receive *learning that shapes lives* and become learners who *shape the future*.



Aims

- To create a safe, calm, and supportive environment for optimal learning to take place
- To foster a culture of respect among pupils, staff, and the wider community, ensuring that everyone treats one another with dignity and kindness.
- To clearly outline the expected behaviours and routines for all members of the school community, ensuring that these are understood and consistently applied.
- To encourage pupils to take ownership of their behaviour and develop self-discipline, enabling them to make positive choices.
- To actively prevent all forms of bullying, prejudice and discrimination, ensuring that every pupil feels safe and valued.
- To ensure that the behaviour policy is implemented consistently and fairly across the school, with appropriate support for all pupils.
- To ensure that all adults take responsibility for managing behaviour and follow up incidents personally
- To involve parents and the wider community in promoting positive behaviour, and reinforcing the school's values
- To fully involve parents and other agencies where appropriate in supporting children's behaviour
- To regularly review and update the behaviour policy based on feedback and changing needs within the school community

Visible consistencies

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour."

Paul Dix

All pupils are taught how to demonstrate visible consistencies:

- *We show wonderful walking in and around our school*
- *We line up silently so that we can get in the optimal zone **ready** to learn*
- *We focus in assemblies and show others **respect***
- *We share positive greetings throughout the day*

Self-Regulation



We use the BOUNCE Approach- a neurodevelopmental, trauma-informed and neuro-affirming framework that helps children regulate from the inside out.

The BOUNCE Approach is a whole child model that helps children make sense of what's happening inside their body and mind- and rebuild safety from the ground up. We begin by identifying the underlying need beneath behaviour and meeting that need through whole class or individual support.

Through this lens, children learn to:

- Understand what is happening inside their body
- Recognise sensory and emotional states without shame
- Stay open to communication- with others and with themselves
- Build trust, confidence, and a sense of belonging

Recognition for Demonstrating Positive Behaviours

At Crofton Hammond Junior School, we recognise that positive reinforcement and praise are the most effective means of promoting positive behaviours for learning. Positive rewards for showing our school values may include:

Positive Praise All adults in school will recognise pupils who demonstrate our school values and give them specific verbal praise.
Recognition Boards Recognition boards, based on the work of Paul Dix, are used in our school as a whole-class strategy to promote positive behaviour and high expectations by focusing attention on what pupils are doing well. They recognise positive learning behaviours such as readiness, focus, resilience and respect. Names are added calmly and without commentary, are never removed, and are not linked to rewards or sanctions. This ensures the approach remains inclusive, non-competitive and focused on behaviour rather than outcomes. The purpose of recognition boards is for all pupils to experience success over time. Staff use brief, specific language to reinforce expectations and positive choices, helping to build a calm, consistent and purposeful classroom culture. By shifting attention towards positive behaviour, recognition boards support self-regulation, reduce low-level disruption and align with our whole-school approach to behaviour management
Values Celebration Each week, we celebrate and reinforce our school values of ready, respectful and resilient by awarding a values certificate during whole-school assembly. These certificates recognise children who consistently demonstrate these values in their learning, behaviour and attitudes, both in and out of the classroom. By publicly acknowledging positive choices and behaviours, we help children understand what our values look like in practice and why they matter. This approach promotes a positive school culture, motivates pupils to meet high expectations and ensures that our shared values are central to everyday school life.
Headteacher's Award Headteacher's Awards are presented to recognise and celebrate high-quality learning and exceptional effort. These awards are given to pupils who demonstrate a strong commitment to their learning, such as sustained focus, perseverance when faced with challenge, or significant progress over time. By highlighting and celebrating positive learning behaviours, Headteacher's Awards reinforce high expectations, encourage pride in achievement and promote a culture where effort, improvement and a love of learning are valued and celebrated across the school.

Relational Stance

We adopt a relational approach when working with our children. This means that we take a stance of PACE when helping children to manage their big feelings. We show children that we can bear their feelings and remain alongside them to break it all down for them into manageable chunks.

Playfulness

Sensitive and appropriate playfulness helps the child feel safe and promotes positivity. A lot of playfulness is distraction during escalation or a way of re-engaging children back into an activity. Some examples of playfulness in practice:

"Oh my goodness I bet you are not in your seat by the time I open my eyes (close eyes) 1....2....3... wow! How did you get there so quickly!"

"Can you walk with me like a spider/ giraffe/ lion, come on see if you can do it with me"

"I've made yet another mistake! My brain is not working today, I need your help"

Acceptance

Unconditionally accepting the child makes them feel safe, secure and loved. Acceptance is where we see the child's behaviour as a shield (a defensive behaviour that has developed to protect the child and to get their needs met) not a sword (an attack on another person). Acceptance is about developing the child's sense of safety and belonging. Some examples of some accepting phrases in practice:

"I am here for you no matter what words you need to say, I will still be here for you."

"I care about you too much to let you hurt others/ yourself/ property. I will keep you safe"

"Whatever has happened this morning, I need you to know that I still like you and want you in my class."

"Thank you for being here with us today, I love having you here in my class."

Curiosity

Genuine and non-judgemental interest in the child helps them become aware of their inner life/ narrative. The use of W.I.N (Wonder, imagine, notice) here is helpful here. Remaining curious about the child, both in times of regulation and in times of managing difficult feelings. Some examples of curiosity in practice:

"I notice that every time I talk about starting something new, you begin to show that unhelpful behaviour and I'm wondering if it is your way of letting me know that you are feeling a bit prickly about starting that job?"

"I wonder what we can do now the sand is wet? How has it changed I wonder?"

"I imagine that was super exciting for you just then because you had a really big smile on your face!"

Empathy

Demonstrating compassion for the child and their feelings supports the child's sense of self-worth. Finding a place where you can share the vulnerable feelings with the child and stay alongside them in empathy is very powerful for the child. Some examples of some empathetic statements in practice:

"Oh my darling, I am so sorry that you are feeling so angry/ sad/ upset/ spikey/ swirly/ flat etc today, that is really tough."

"Oh my goodness you wanted to hold that then didn't you and I took it, I am so sorry."

"Wow, sharing is super tough, I can see you are trying and that you are finding it hard. Can I help you?"

"It is tricky to make choices, can I help you choose?"

"It sucks today doesn't it. What a rubbish day it has been for you. I am so sorry."

Relational Consequences

In our school, we use relational consequences to address behaviour in a way that is fair, consistent and focused on learning. Relational consequences are designed to help pupils understand the impact of their actions, take responsibility, and make better choices in the future. They are grounded in the principle that behaviour management is most effective when relationships are positive and respectful.

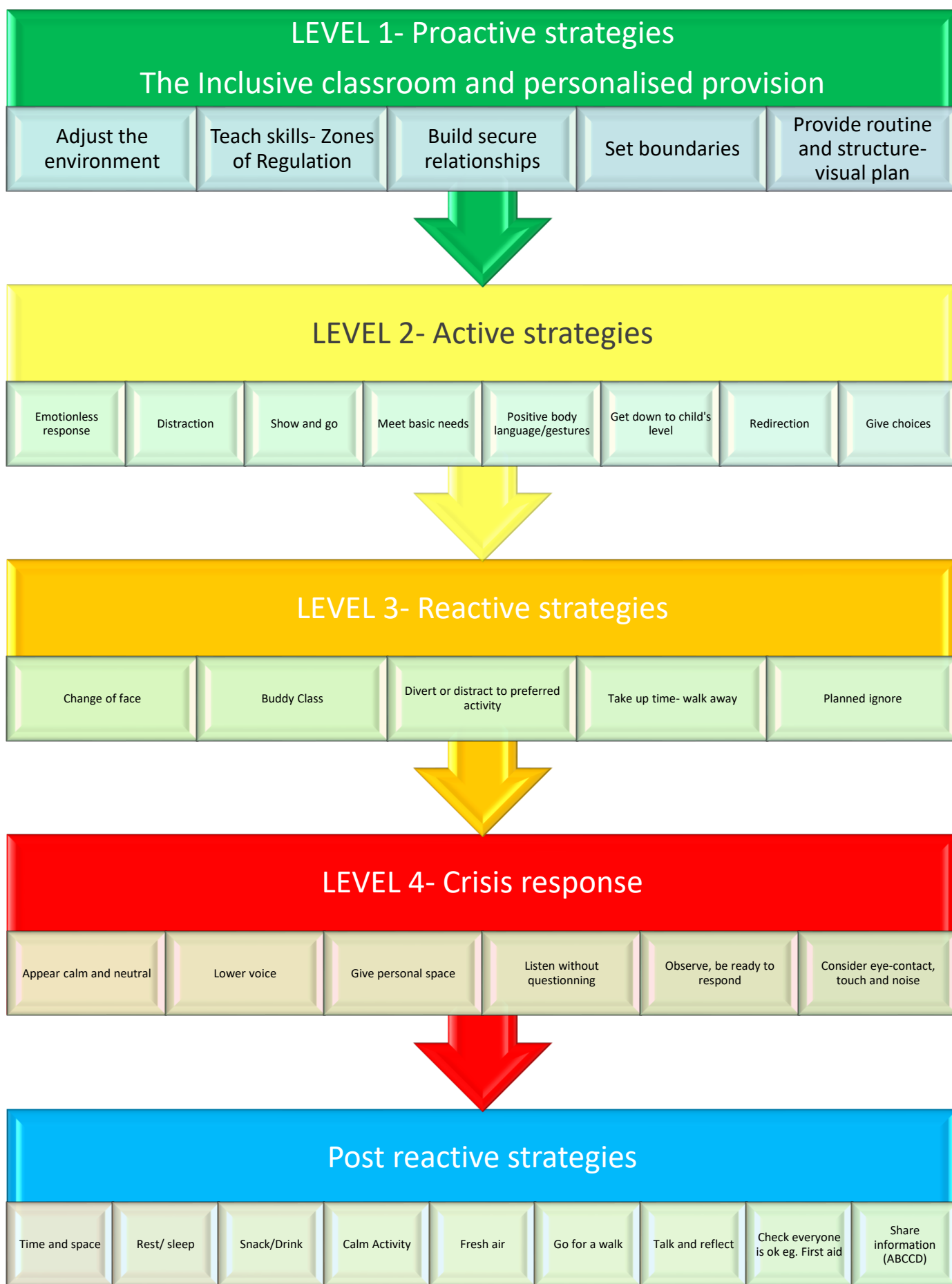
Relational consequences can take the form of natural consequences or logical consequences. Natural consequences occur as a direct result of a pupil's behaviour, allowing them to experience the outcome of their choices in a safe and controlled way. Logical consequences are structured responses set by staff that relate clearly to the behaviour, helping pupils to reflect, repair any harm caused, and understand expectations. Both approaches aim to support learning, rather than punish, and are delivered calmly, consistently, and respectfully

What does it look like?	What do we say/do?	Possible natural/logical consequence	Teacher action
The Crofton Hammond Way			
Ready Respectful Resilient	"You are being a fantastic role model by..." "I can see that you are showing (RRR) as you are...XXX...thank you"	The child is recognised for their positive choices.	Verbal/non-verbal praise Name on the recognition wall Values Certificate Headteacher's Award Pom-pom in the jar
Trigger Stage			
Disrupting learning of others Disrupting own learning Being unkind	Use PACE <u>Playfulness</u> "Has your pen got too tired now? How about you use my new magic one!" <u>Acceptance</u> "I can see that you are finding it difficult to sit still where you are but your friends around you are finding it hard to concentrate. Is there something that could help you?" <u>Curiosity</u> "I wonder if you are in the yellow zone right now? When I am chatty, I find XXX helps me. Would you like to try?" <u>Empathy</u> "It is challenging to listen without talking throughout the input but it stops others learning so I need you to put your hand up"	They may need catch up on lost learning in their own time. They may need to practise the skill in their own time eg. lining up without taking. They may need a restorative conversation to repair the relationship with the adult/child.	Stay curious: What is the communication function for the child? What is the need behind the behaviour? Meet the need: - Adjust the environment - Explore their emotions using BOUNCE - Provide routine and structure - Set clear boundaries
Escalation stage			

Repeated disruption of others or own learning	Use PACE to offer regulation inside the classroom (5/10 minutes) <u>Playfulness</u> "I can sneak to this quiet area without anyone seeing me- watch!"	They may need catch up on lost learning in their own time.	Class Teacher to contact parents and record on CPOMs. Where another child was aggrieved; this parent is to be contacted too.
Leaving the classroom without permission	<u>Acceptance</u> "I can tell that you are in the yellow/red zone. That must be a big feeling. Last time you felt like this we..."	They may need to spend time clearing up/fixing the resources in their own time. <i>(or clearing up another area of the school if this has been done for them)</i>	Meet the need: Review your ordinarily available provision. What do you need to change for tomorrow?
Throwing objects	<u>Curiosity</u> "I wonder if XXX has made you feel this way. Would you like to XXX to help you regulate?"	They may need to take part in a restorative discussion to repair the relationship with the adult/child in their own time.	
Hurting others	<u>Empathy</u> "I can see what has happened is really frustrating. I would feel the same if it was me. Here is a safe place to go"		
Damaging property			
Swearing			
Stealing			
Crisis Stage			
Persistent disruption of learning	Use PACE to offer regulation outside the classroom with ELSA/SLT "You are not being safe so you need to leave the classroom"	They may need to spend time learning in another space in the school to show that they can be safe.	Senior Leadership Team to contact parents and record on CPOMs. Where another child was aggrieved; this parent is to be contacted too.
Unsafe choice which puts self or others at risk	"I need to ask another adult to come to keep everyone safe"	They may need to spend time inside at break/lunch time to show that they can be safe.	
Racism or discrimination	If the child refuses to leave and is continuing to be unsafe, take the other children to a safe space.	They may need to spend time learning at home to show that they can be safe.	
Fighting	Child regulates and returns to the classroom.		
Bullying			
Absconding offsite			
Sexual harassment			
Physical assault			

Managing Challenging Behaviours

To support pupils who display more challenging behaviours, we use a combination of proactive and reactive strategies. Proactive strategies focus on preventing difficulties before they escalate, through approaches such as clear routines, scaffolding, structured choices, and positive reinforcement. Reactive strategies are used when behaviour escalates, helping staff respond calmly and safely to de-escalate the situation. Our approach is informed by the assault cycle, which helps staff recognise early signs of distress or agitation and intervene before behaviour reaches a crisis point. By combining these strategies, we aim to keep pupils and staff safe, repair harm where necessary, and support pupils to regulate their emotions and behaviour effectively.



Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher or Deputy /headteacher in their absence. Please refer to our exclusions policy for more information.

Considerations for Children with SEND/Individual Behaviour Plans

We recognise that all children are unique and some may need further considerations to this policy to ensure the provision they receive in school best meets their needs. We aim to identify and meet these needs proactively, in partnership with parents and external professionals where appropriate, and make adjustments where necessary.

These children will have a SEND Passport or Individual Behaviour Plan (IBP), The IBP will be implemented by the teacher and all staff involved with the child to ensure consistency. Reasonable adjustments may include modifications to the curriculum, classroom environment, or teaching methods which aim to support the child to remain regulated. The IBP will also include personalised strategies that all staff will use when responding to both positive and negative behaviours. This is a personalised plan and may include other strategies that are not widely used with all children.

The IBP will be reviewed every six weeks or sooner if there is a serious incident where strategies in the current plan are no longer effective or there is a health and safety concern. In this case an individual risk assessment will sit alongside the IBP and be reviewed at the same time.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

We prevent and address bullying through our school assemblies, classroom teaching and our core values of Ready, Respectful, Resilient.

Our curriculum addresses online bullying and children are taught how to keep themselves safe online, including how to recognise, respond to and report online bullying.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must: Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible Be used in a way that maintains the safety and

dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Links with other policies

This behaviour policy is linked to the following policies:

- Suspension & Permanent Exclusion policy
- Anti-bullying policy
- Child Protection and Safeguarding policies