**All Saints Church of England**

**Infant and Nursery School**

**Selston Church of England**

**Infant and Nursery School**

# Relationships (Behaviour) Policy

***Opening hearts and minds through the grace and love of God***

**Created: September 2026**
**Next Review Date: September 2027**

**ALL SAINTS CHURCH OF ENGLAND INFANT AND NURSERY SCHOOL**

**SELSTON CHURCH OF ENGLAND INFANT AND NURSERY SCHOOL**

# VISION STATEMENT

***Opening hearts and minds through the grace and love of God***

At All Saints Church of England Infant and Nursery School and Selston Church of England Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Vision Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

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|---|---|
| **Policy:** | Relationships (Behaviour) |
| **Approved by:** | Local Governing Body |
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# Relationships Policy

*Opening hearts and minds through the grace and love of God.*

## 1. Our Christian Vision and Our Approach to Behaviour

At All Saints Church of England Infant and Nursery School and Selston Church of England Infant and Nursery School, our relationships and behaviour are rooted in our shared Christian vision: *Opening hearts and minds through the grace and love of God.*

We believe that every child and adult is uniquely created and deeply loved by God. Through His grace, we are given the opportunity to learn, grow and flourish together within a caring and inclusive community. Our vision shapes the way we build relationships, respond to one another and nurture the development of every child.

We seek to create schools where hearts are opened to kindness, compassion and forgiveness, and where minds are opened to curiosity, learning and understanding. Guided by the example of Jesus, we encourage children to treat others with dignity and respect, to value differences, to take responsibility for their actions and to contribute positively to the life of our community.

Our approach to behaviour is therefore relational rather than punitive. We recognise that behaviour is a form of communication and that children learn best when they feel safe, valued and understood. Through consistent expectations, supportive relationships and restorative approaches, we help children develop self-regulation, resilience and empathy while learning how their choices affect themselves and others.

Inspired by our Christian values of Love, Service, Forgiveness, Truth and Endurance, we strive to create a culture where everyone experiences belonging, where mistakes are seen as opportunities for growth, and where relationships can be repaired through honesty, grace and reconciliation.

In living out our vision, we seek to ensure that all members of our school family can flourish spiritually, morally, socially, emotionally and academically, enabling them to become confident, compassionate and responsible citizens who reflect God's love in the wider world.

## 2. Aims of the Policy

- To encourage positive behaviour for learning—cooperation, resilience, kindness and curiosity—grounded in the Christian virtues of Love, Service, Forgiveness, Truth and Endurance.
- To provide a safe, happy and supportive Christian environment where every child feels known, valued and cared for.
- To equip children with self-regulation skills so they can recognise emotions, restore relationships and make wise choices.
- To maintain a calm and purposeful atmosphere with predictable routines and gentle modelling suitable for infants and nursery children.
- To promote belonging and wellbeing so that each child is an integral part of our worshipping community and God's family.
- To provide a clear, fair and consistent approach guided by justice, mercy and compassion (Micah 6:8).
- To foster strong, healthy relationships marked by reconciliation, forgiveness and restoration.
- To promote intrinsic motivation so children 'do the right thing because it is right', inspired by faith, empathy and responsibility rather than external rewards.

## 3. Our Christian Values in Action

Our Christian values are woven through every aspect of school life and provide a foundation for the relationships we build and the choices we make. These values help us to live out our vision of *Opening hearts and minds through the grace and love of God* and guide children in understanding how to contribute positively to our school community.

**Love** is demonstrated through kindness, compassion and respect in all our interactions. We encourage children to show care for one another, celebrate acts of friendship and recognise the importance of peacemaking. Adults actively notice and acknowledge examples of kindness and helpfulness, helping children understand the positive impact their actions have on others.

**Service** is lived out through opportunities to help and support others within the school community. Children are encouraged to take responsibility as classroom helpers, care for resources and the environment, and contribute positively to the life of the school. Through serving others, children learn that they can make a meaningful difference and reflect God's love through their actions.

**Forgiveness** is central to our relational approach. We recognise that everyone makes mistakes and that these moments provide valuable opportunities for learning and growth. Children are supported to take responsibility for their actions, offer sincere apologies, repair relationships and experience the grace of

a fresh start. Through forgiveness, we seek to build a community characterised by reconciliation, understanding and hope.

**Truth** is promoted through honest and respectful communication. We encourage children to tell the truth, even when it may be difficult, and to approach situations with fairness and integrity. Adults model open, honest conversations and support children in using accurate and respectful language when talking about events, feelings and experiences.

**Endurance** helps children develop resilience and perseverance when faced with challenges. We encourage children to keep trying, to learn from mistakes and to persevere when tasks feel difficult. Through gentle support and encouragement, children learn that growth often comes through practice, patience and determination. Endurance also enables children to continue repairing relationships and making positive choices, even when this requires courage and effort.

## 4. Behaviour Curriculum and Expectations

We explicitly teach and model behaviours that let everyone flourish: kindness and respectful communication; sharing and turn-taking; gentle hands and safe bodies; listening and responding; managing emotions with adult support; and following routines. Expectations apply in classrooms, outdoors, corridors, online and on visits, and are taught through modelling, stories (including Bible stories), play, visual supports and repetition.

- Treat everyone with kindness and respect.
- Show care for God's world—classrooms, resources and toys, outdoor spaces and living things.
- Use gentle hands and kind words; keep ourselves and others safe.
- Listen to staff and follow simple, developmentally appropriate instructions.
- Engage in play and learning that lets everyone flourish.

### Principles

| Principle | Rationale | Strategies |
|---|---|---|
| Routines are a priority | Consistency at a whole school level is essential. Routines will help children understand the expectations as they move from one class to the next. | Silent signals.<br>Praise in public.<br>Reprimand in private.<br>Consistency between staff. |

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| Visible care and kindness to others | Adults are role models to children, demonstrating through their own behaviour how to show care and kindness to others and promote positivity. | Restorative approaches – when required, speaking firmly and with authority, rather than shouting.<br>Accepting that we all make mistakes, but we need to repair and rebuild relationships when we do.<br>Maintaining the focus on positive behaviour and good choices. |
| Relationships matter | Relationships must be built on mutual respect if people are to live well together. | Daily meet and greet with a focus on individuals.<br>Speak respectfully to children and adults.<br>Acknowledge and name positive relationship behaviours. |
| Over and above recognition | Attention must be focused on the positive. | Home/school communication – newsletters, texts, e-mails, Seesaw, website.<br>Recognition in Celebration Worship. |

## 5. Roles and Responsibilities

Leaders cultivate the culture, provide training, and ensure alignment with DfE guidance and Church school distinctiveness. Staff model values, teach behaviour explicitly, respond restoratively and adapt for SEND, recording significant incidents. Pupils are supported to be kind, respectful, forgiving and safe. Parents/carers are partners in reinforcing shared routines and values. Governors monitor implementation and impact.

## 6. Our Relational Approach

Positive relationships are at the heart of our approach to behaviour and wellbeing. We recognise that children learn best when they feel safe, understood and connected to the adults around them. Therefore, we place a strong emphasis on building warm, trusting and secure relationships, with adults investing time in getting to know each child as an individual and fostering a sense of belonging within our school community.

Our approach is founded on the principle of unconditional positive regard. We believe that every child is valued, loved and created in the image of God. While behaviours may require support, guidance or correction, a child's worth, dignity and identity are never defined by their actions. We seek to communicate consistently that mistakes are opportunities for learning and growth, and that every child deserves understanding, respect and a fresh start.

Adults strive to be emotionally available and responsive, recognising that children often need support to understand and manage their feelings. Through co-regulation, adults help children identify and name their emotions, express them safely and develop the skills needed for increasing independence in self-regulation. By modelling calmness, empathy and understanding, adults create an environment in which children feel secure enough to learn and flourish.

Throughout the school, staff use strength-based language that focuses on positive choices, successes and next steps. Rather than defining children by behaviour, we encourage them to recognise their strengths and develop confidence in making safe and responsible choices. Language such as 'gentle hands,' 'kind words,' and 'let's try again' supports children to understand expectations while preserving dignity and self-esteem.

We are committed to creating a culture of belonging where every child feels welcomed, valued and included. Predictable routines, familiar adults, welcoming rituals and calm, nurturing learning environments help children feel secure and connected. Through these everyday experiences, we seek to ensure that all members of our school family know that they are loved, supported and able to flourish through the grace and love of God.

## 7. Feedback, Not Rewards or Punitive Sanctions

We emphasise descriptive, encouraging feedback that is specific and timely (e.g. 'I noticed you helped your friend tidy—great teamwork'). Celebration Worship honours effort, character and contribution, supporting intrinsic motivation and community gratitude. We communicate with parents and carers about positive contributions and significant learning moments.

## 8. Supporting Regulation (EYFS-Appropriate)

Children develop the ability to regulate their emotions and behaviour at different rates and require varying levels of support throughout their early years. Across our schools, we provide a range of strategies and resources to help children recognise, understand and manage their feelings in a safe and supportive environment.

A shared language of regulation is used throughout the school, supported by age-appropriate visual tools, including Widgit symbols, to help children identify and communicate their emotions, needs and experiences. Adults play a vital role in supporting children through co-regulation, recognising that young children often need the calm presence and guidance of a trusted adult before they are able to regulate independently. Strategies such as breathing exercises, grounding techniques, movement and sensory activities are used to help children regain a sense of calm and readiness to learn.

Each classroom provides access to a safe and quiet space where children can pause, reflect and receive support when needed. Opportunities for sensory regulation are carefully planned throughout the day and include movement breaks, outdoor learning and play-based experiences that promote wellbeing and emotional development.

Where additional support is required, children may access nurture provision, ELSA support, therapeutic interventions or other targeted programmes tailored to their individual needs. For some children, personalised Regulation or Behaviour Plans are developed in partnership with families and relevant professionals. These plans focus on promoting safety, emotional regulation and positive interactions and are reviewed at least termly to ensure they remain effective and responsive to the child's needs.

## 9. Restorative Practice Rooted in Christian Values

When things go wrong, we use restorative conversations to recognise harm, listen with compassion, seek forgiveness, repair relationships and begin again with hope. Restorative questions are asked in a quiet space and, where appropriate, involve parents/carers:

- What happened? What were you hoping for?
- Who has been affected and how?
- What do we need to do to put things right now?
- How will we make sure this doesn't happen again?
- What support do you need? Who can help?

## 10. Preventing and Responding to Bullying

Bullying, harassment or discrimination are incompatible with our Christian ethos. We act promptly to safeguard those harmed, address behaviour, use restorative processes, educate for kindness and respect, and involve families. This section should be read alongside the Anti-Bullying and Safeguarding policies.

## 11. Additional Support and SEND

Some children need personalised support to meet expectations. We use graduated support, Individual Regulation/Behaviour Plans, social-emotional groups, pastoral and SENCo input, and work with external agencies where appropriate. Adaptations are made so all children can access expectations equitably.

## 12. Use of Reasonable Force (Rare and Proportionate)

While our ethos prioritises de-escalation, there may be rare occasions where reasonable force is used to prevent harm to self/others, serious disruption to learning, or significant damage to property. Any intervention is lawful,

proportionate and in the child's best interests, and is recorded and shared with parents/ carers. Please see our Positive Handling Policy for more information.

## 13. Inclusion and Zero-Exclusion Ethos

We recognise the damaging effects of exclusion for very young children. Our commitment is to keep children engaged in education through adjustments to environment, timetable and support, while maintaining safety and dignity for all.

## 14. Partnerships with Families, Parish and Community

We work closely with parents/carers, our linked churches and community partners to nurture children's spiritual, moral, social and cultural development. We communicate our expectations in Christian language—explaining why kindness, forgiveness and respect matter here.

## 15. Communication and Consistency

To ensure a consistent and effective approach across both schools, this policy is shared with all staff, governors and parents/carers and forms an important part of staff induction and ongoing professional development. Through regular training and discussion, we work together to maintain a shared understanding of our values, expectations and relational approach to behaviour.

Consistency is fundamental to helping children feel safe, secure and successful. Therefore, common language, routines and expectations are used throughout the school day and across all areas of school life, enabling children to understand what is expected of them regardless of the setting or adult supporting them.

Expectations are taught and reinforced in ways that are developmentally appropriate for young children. Through visual prompts, stories, songs, modelling, play-based learning and collective worship, children are supported to understand and live out our school values. These approaches help to embed positive behaviours and relationships, enabling every child to flourish as a valued member of our school community.

## 16. Monitoring, Evaluation and Review

Leaders review patterns and provision each term; governors receive regular reports. The policy is reviewed annually or sooner in response to updated guidance. Pupil, staff and parent/carer voice inform improvements.

# Appendices

## Appendix A: School rules (linked to values)

- We are kind (Love)
- We help others (Service)
- We say sorry and forgive (Forgiveness)
- We are honest (Truth)
- We keep trying (Endurance)

## Appendix A: Behaviour Routines for Early Years & Key Stage 1

- Morning welcome: name recognition, eye contact, greeting ritual (e.g. smile and personal comment).
- Lining up: gentle hands by sides; 'ready bodies'; eyes on adult.
- Circle/carpet time: 'listening bodies'; one voice at a time; visual turn-taking prompts (refer to 'listening rules').
- Transitions: tidy-up song; visual now/next; 'walking feet' indoors.
- Snack and lunch: grace/prayer; thankfulness; sharing and manners.
- Outdoor play: kindness rules; gentle hands; taking turns; caring for God's world.
- Home time: home-time prayer; calm, orderly release.

## Appendix B: Restorative Conversation Prompt Card (Infant-Friendly)

- I can see you're feeling… Shall we breathe together?
- What happened? (child's words)
- Who was hurt/upset? How can we help them feel better?
- What can we do now to put it right?
- What will we try next time? (adult models options)
- Let's pray/reflect together (optional, inclusive language).

## Appendix C: Regulation/Behaviour Plan Template (Headings)

- Pupil details and key adults
- Strengths and interests
- Early signs of dysregulation
- Co-regulation strategies and scripts
- Safe spaces and sensory supports
- Communication approaches/visuals
- Partners/agencies involved
- Review date and outcomes

## Appendix D: Language of Dignity (Sample Scripts)

- 'I'm here to help you feel safe.'
- 'Let's try that again together.'
- 'That choice wasn't safe—what could we do differently?'
- 'How can we fix this and show kindness now?'
- 'Thank you for telling me—telling the truth is brave.'

## Appendix E: Links to Related Policies

- Safeguarding/Child Protection
- Anti-Bullying
- SEND/Accessibility
- Collective Worship and RE
- Online Safety/Mobile Devices
- Suspension and Exclusion (statutory reference)
- Searching, Screening and Confiscation (statutory reference)