



## Farnborough Road Infant School

### Relationships Policy

*'Learning, Caring and Achieving Together'*

**“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within a context they’re in is vital for all pupils to succeed personally.” (DFE: Behaviour in Schools, July 2022)**

**Farnborough Road Infant School aims to be an exceptional learning community with high expectations of achievement, attainment and relationships.**

#### **Purpose**

The purpose of this policy is to provide a clear, consistent guide for staff, governors, pupils and parents to the behaviour and relationships expectations at Farnborough Road Infant School, including how we create a safe environment in which all pupils can learn and reach their full potential.

Our school is committed to:

- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school’s policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Reasonable and proportionate sanctions will be used where a pupil’s behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.
- Supporting/encouraging positive mental health for the whole school community and developing strategies to achieve this.

The school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Educational Needs and Disabilities – SEND. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

The school will aim to promote resilience as part of a whole-school approach using the following methods:

**Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

**Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing

**Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEND policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

### **Legislation and Requirements**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following on:

Behaviour in Schools 2022

Searching, screening and confiscation at school

[The Equality Act 2010](#)

[Use of reasonable force advice for school leaders, staff and governing bodies \(2013\)](#)

[Supporting pupils with medical conditions at school](#)

Keeping Children Safe in Education 2022

Opportunity for all: Strong schools with great teachers for your child (2022)

Health Act 2006

Voyeurism (Offences) Act 2019

The School Information (England) Regulations 2008

Sexual violence and sexual harassment between children in schools and colleges 2021

Mental health and behaviour in schools (2018)

Searching, screening and confiscation: advice for schools (2022)

It is also based on the [Special Educational Needs and Disability \(SEND\) code of practice](#), Section 175 of the [Education Act 2002](#), which outlines school's duty to safeguard and promote the welfare of its pupils. Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property. DfE guidance explaining that maintained schools should publish their behaviour policy online.

### **Objectives**

Within our school community we;

- Have high expectations
- Develop happy, successful and motivated children
- Provide a secure, safe and caring environment
- Ensure that all children with a variety of needs and abilities can achieve their best
- Ensure consistency with all members of the school community in their understanding of what constitutes good behaviour and appropriate consequences for any unacceptable behaviour.
- Develop pupils' self-discipline and a positive attitude to their work.
- Develop pupils' caring attitude and respect for themselves and their environment.
- Continually work to maintain high standards of behaviour.

At Farnborough Road Infant School we believe children learn best when they are happy, secure and clear about what is expected of them in all aspects of life and when they are encouraged, consistently, to behave well.

At Farnborough Road Infant School all members of the school community are expected to behave in a responsible manner, showing consideration, courtesy and respect both to themselves and others at all times. We encourage and expect high standards of behaviour from and towards everyone.

We realise that the great majority of children enjoy learning, work hard and behave well. For this, children are recognised and rewarded.

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time child-on-child abuse, anxiety, bullying and distress. It can result in some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of school staff.

The behaviour shown by a small number of children may be a consequence of their current developmental profile, and may be affected by a number of factors including (but not limited to) their cognitive and learning skills; communication skills, or social and emotional well-being. Where appropriate, children are supported in the development of these skills and improve their behaviour. When dealing with aspects of behaviour we will take a positive, restorative approach so that the child can learn from events and be better equipped to deal well with future challenges.

Our school policy reflects the importance of PSED and PSHE throughout the school. This includes:

- Social development -how children come to understand themselves in relation to others, how they make friends, understand the rules of society and behave towards others.

AND

- Emotional development - how children understand their own and others' feelings and develop their ability to be empathetic – to see things from another person's point of view.

For the children to achieve these they themselves come to value equality, diversity and are inclusive.

## **Support for Staff**

**“The knowledge and skills of staff are the single most important factor in promoting good behaviour” Steer Report (2005)**

At Farnborough Road Infant School, we create a culture where pupils and staff flourish in safety and dignity. Led by our headteacher, we ensure this culture permeates throughout every aspect of school life through regular staff training and high-quality staff induction ensuring our whole school community upholds the schools' behaviour policy and responds consistently and fairly.

As part of their induction process all staff are provided with training on managing behaviour, including positive handling training for the Senior Leadership Team. Behaviour management will also form part of continuing professional development of the whole staff team as bespoke training will be delivered on the needs of the pupils at Farnborough Road Infant School.

## **Support for Parents**

Where parents need support with their child's behaviour at home, teachers can offer advice and discuss strategies that can be used both at home and at school to promote consistency.

We are also proactive in using the Early Help process and involving the Family Well Being Centre. Triple-P parenting courses are offered throughout the year by an experienced Early Help Worker. These are popular with parents and very well attended. Some families have 1-1 support to fit their

circumstances, and this may involve on-going support over time from our Class teaches, SENCo, Headteacher or Early Help Worker.

### **Support for Pupils on Transition**

To ensure a smooth transition to the next year, pupils attend transition sessions with their new teacher(s). In addition, staff members hold transition meetings with the new class teacher or new setting to pass up information about their children including information related to pupil behaviour to ensure the correct support is in place before they start at our setting.

### **Support for Pupils with Additional Needs**

Farnborough Road Infant School supports all pupils whether or not they have underlying needs.

At Farnborough Road Infant School, we create a calm environment which will benefit all pupils including those with SEND, enabling all children to learn.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations e.g. a pupil with speech and language and communication needs who may not understand a verbal instruction. These adjustments may be also be temporary. Adjustments will be made proactively and by design where possible e.g. a pupil who has recently experienced bereavement.

Adjustments may also be needed for pupils with Special Educational Needs and/or disability (SEND) whose condition may, at times, affect their behaviour. Teachers should be mindful, given the age and stage of the children at Farnborough Road Infant School, that children may require support with behaviour without having a special educational need or disability identified.

If pupils have an identified need then staff should use the graduated response, assess, plan and deliver and review support. Staff should always seek the advice of the SENCO and use preventative measures which may include – movement breaks, adjusted seating plans, adjustments to uniform, considering a child's special circumstances or requirements. As part of staffing training in particular conditions and induction staff should understand their duties under The Equality Act 2010 to avoid any substantial disadvantage to a disabled pupil caused by the schools' policy and practices and the Children and Families Act 2014 which states that staff should ensure their best endeavours to meet the needs of all children with SEND.

Farnborough Road Infant School will always co-operate with the local authority and other bodies for children with an EHCP (Education Health Care Plan.)

### **Our Consistent Approach to Promoting Good Behaviour**

- **Strong school leadership, with a clear vision of what good behaviour looks like, is key.**
- **Behaviour is a shared responsibility between pupils, staff and parents.**
- **Children are taught explicitly what good behaviour looks like.**
- **Where additional support is needed it is put in place promptly, predictably and with confidence to maintain a calm, safe learning environment.**

### **Leadership and Management**

#### **Governors Responsibility**

- Review and approve the written statement of behaviour principles (see Behaviour and discipline in Schools Guidance for Governing bodies appendix 1).
- Review the behaviour policy in conjunction with the headteacher annually.
- Monitor the policy's effectiveness, holding the headteacher to account for its implementation.

#### **Headteacher's Responsibility**

- Have high expectations of children's conduct which encourage good behaviour, respect for others, promote self-discipline and proper regard for authority.
- Ensure these expectations are commonly understood by all staff and children and applied consistently and fairly to help create a calm and safe environment.

- Provide high quality staff training and induction of new staff.
- Implement measures to secure acceptable standards of behaviour are maintained.
- Review the behaviour policy annually in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (see appendix 1) and communicate to staff, parents and pupils as well as on the school website as a way of building and maintaining the school's culture, making behaviour expectations transparent to all pupils, parents and staff and ensuring responses are consistent, fair, proportionate and predictable.
- Be visible and consistent in modelling and supporting staff in managing behaviour
- Ensure measures and targeted interventions are in place to improve and support pupil behaviour so that all pupils meet behaviour standards, making reasonable adjustments for pupils with a disability as required.
- Ensure pupil behaviour does not normally disrupt teaching, learning or school routines. Take appropriate action to restore acceptable standards of behaviour.
- Prevent all forms of bullying (including cyber- bullying, prejudice-based and discriminatory bullying)
- Act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body.
- Read and adhere to guidance on the Use of Reasonable Force.

### **School Leaders Responsibility**

Be highly visible, routinely engaging with pupils, parents and staff setting, maintaining the behaviour culture and an environment where everyone feels safe and supported

Ensure all staff, including new staff, understand behaviour expectations and their importance

Consider the impact of their behaviour on the school culture and how they uphold the school rules and expectations.

### **Staff Responsibility**

Create a positive, safe environment in which pupils feel safe and everyone is treated respectfully and any incidents of bullying, discrimination and derogatory language (including name calling) are dealt with quickly and effectively.

Implement the behaviour policy consistently.

Be aware of their safeguarding responsibilities set out in Keeping Children Safe in Education Part 1 ie provide a safe environment in which children can learn.

Use **Consistent** scripts for language and responses

Be **Calm**

Ensure **Routines** are clear and established

Be **Restorative** ensure behaviour is redeemable

- Be open and honest and inform parents about any concerns we may have about a child's behaviour.

Provide a personalised approach to the specific behavioural needs of particular pupils

Document behaviour incidents on CPOMS.

Senior leaders will support staff in responding to behaviour incidents

- Attend staff training or induction to support staff knowledge and understanding.

At Farnborough Road Infant School we have

- **5 school values;**

**Respect, Honesty, Compassion, Perseverance and Love & Kindness**

and

- **4 Golden Rules;**

To be honest

To be kind and gentle

To do your best  
To listen carefully

All children have a right to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

### **Child's Responsibility**

- All children have a duty to follow the schools' behaviour policy and need to be aware of the behaviour expectation and consequences.
- Pupils should uphold our School Values and keep the school's Golden Rules at all times.

These values and Golden Rules are consistent around school and/or displayed clearly in each classroom, discussed by the class teacher and referred to by all adults working within the school to reinforce behaviour positively. Repeated practices promote the values of the school.

### **Expectations**

#### **Staff expectations**

- **Meet, greet, connect, correct and direct** pupils as they enter school. 'Be Warm, Personal and Positive'
- Greet the children by name, give a compliment and reinforce expectations -make sure they are ready for school, invest in them. *'Good Morning Harry you look really smart with your new hair cut'*
- Build relationships – children never forget how you made them feel - Everyone loves being called by their name and some recognition of their effort -Is their uniform correct, school shoes on, collars down, polo shirts tucked in?
- Build emotional currency/attachments. The most difficult behaviours can emerge from those with attachment issues at home. Children need consistent relationships, daily acts of care and adults who are invested in them ensuring they feel cared for and appreciated.

#### **Pupil Expectations**

- Arrive at school on time
- Greet the member of staff on the door / the adults in class
- Be ready to learn and respectful to others and their environment

#### **Transition and Corridor Expectations**

- Children are praised for **'Wonderful Walking'**
- ❖ Children line up one behind the other and walk quietly and single file
- ❖ Children walk proudly with their arms by their side
- ❖ Children stand aside for adults and respectfully let them pass.

#### **Classroom Expectations**

- Children are praised for being **'Ready and Respectful'**
- ❖ Children are praised for Good Looking, Good Listening, Good Sitting, Being Patient – waiting their turn.

#### **Playground behaviour**

Children are praised for **'Safe and Sensible'** play

- ❖ Respecting our friends and adults
- ❖ Respecting our environment
- ❖ Showing good listening to adults and each other
- ❖ When the whistle is blown – children stand still and listen to the instruction

Supervising adults should each have a role eg Interaction /Clubs, First Aid, Corridor/Door Monitor

## Canteen Behaviour

Children are praised for doing their **'Best to Impress'**

- ❖ Children are praised for keeping our Golden Rules
- ❖ Respecting their friends and adults
- ❖ Respecting their environment – Tidy Tables – on top and underneath
- ❖ Showing good sitting and good listening to adults and each other
- ❖ Showing good manners
- ❖ Using their knife and fork

## Rewards

Rewards play an important part in our positive approach to behaviour. The rewards may vary depending on the nature of the behaviour.

Individual Rewards and Positive reinforcement includes:

Non-Verbal praise – a smile, eye contact, thumbs up

Using Stickers

A Clap

A quiet word

Give themselves a pat on the back

Certificates

Sharing good news with the Headteacher, other members of staff, parents or the class

Positions of responsibility such as class monitors, message takers etc

Headteacher's Award recognising outstanding effort in school

## Staff will

Use positive body language – a smile, eye contact, appropriate tone of voice.

Catch them being good - praise the pupils who are making the right choice

Notice the Little Things- Making the ordinary, the extraordinary

Use Non-verbal gestures – Using actions instead of a voice, a look, a quiet word

Use Role Models – Name and Fame – Good behaviour only eg look at ..... they are ready to listen

- Use Assertive Instructions – Use 'Thank you' not 'please'

Be Specific / Descriptive Praise and Reward

Separate the Behaviour from the person

Be Relentless with Routines

Use Refocusing -What should you be doing?

Praise for making Good Choices

Make Phone calls or Dojo to share good news with their parents

## Other rewards



Children are praised for behaviour which is **Above and Beyond**.

Staff choose 1 or 2 children and praise with a certificate home when children display behaviour which is Above and Beyond, the best behaviour, the greatest effort.



Children are praised in Friday's Praise Assembly for being **Star of the Week (Reception, Year 1 and 2) or Caterpillar, Butterfly or Ladybird of the Week (Nursery classes)**

Staff choose 2 children who have had excellent attendance, punctuality, displayed the

best behaviour inside or outside the classroom, are a lovely, caring friend, made the greatest effort, have completed excellent standard of work or homework, have made good improvements, are an **Always** child- always keep our Golden rules.



Children are praised for doing their Best to Impress in the canteen. Our Welfare Staff choose 2 children from each class (Reception, Year 1 and 2) to sit on the **Special Table** on Friday in the canteen with a member of staff.

**Going for Green Reports** – received by parents each parents evening. Children earn a RAG (Red, Amber, Green) rating for effort in learning, behaviour in class, behaviour in the playground. Children are actively encouraged by staff to ‘Go for Green’.

### **Unacceptable Behaviour**

Occasionally some children may not behave according to our rules, and behave in unacceptable ways. All children must understand that by choosing not to make ‘good choices’ and behave well, there will be consequences of their unacceptable behaviour.

Staff should always respond predictably, promptly and assertively in accordance to the school behaviour policy. The first priority should always be the safety of pupils and staff and restore a calm, safe, learning environment. De-escalation techniques may be used to prevent further behaviour issues arising.

In order to make the children value the system of dealing with inappropriate behaviour, all children are treated fairly and have an opportunity to explain the situation from their point of view.

Conversations to discuss and resolve unacceptable behaviour should be one in private.

Adults should use our 3 Restorative Justice Questions before they make any judgement.

1. What happened?
2. How did it make you feel?
3. What can you do to make this better?

Behaviour should always be redeemable. Pupils should be supported to understand and follow the rules. This may be via sanctions/consequences, reflective conversations or targeted pastoral support or early help/ social care intervention. When appropriate staff should consider any contributing factors eg pupil has suffered abuse/neglect, or is suffering significant harm (KCSiE 2023- staff should inform the Designated Safeguarding Lead), has mental health needs, has been subject to bullying, has SEND needs, maybe not yet formally identified, experiencing significant changes in their home life. Alternative arrangements for sanctions will be considered on a case-by-case basis based on our school knowledge of their personal circumstances.

### **Bullying**

Bullying is defined as the repetitive, intentional harming of one 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
Racial	Racial taunts, graffiti, gestures
Pre-justice based discriminatory bullying	Actions against a group of people based on e.g. race, sex, ethnicity, age, religion and health.
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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

### Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

### Consequences

To be effective, consequences are used sparingly, and used hierarchically.

When consequences are applied the reasons for them will be explained clearly to the child either at the time or as soon as possible afterwards.

- 1. Redirection** – Staff should use the positive reinforcement of other children around them “X thank you for sitting so beautifully.” Or use a visual cue to the child that you want them to make a good choice this could include a ‘look’, a visual point to what you expect.
- 2. Reminder** - A reminder of the expectations -Ready, Respectful delivered privately wherever possible. Staff should make the child aware of their behaviour ‘I’ve noticed....’ The learner has a choice to do the right thing. Staff should ensure take up time to reflect on their behaviour.

If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.

- 3. Warning** - If the behaviour persists: Staff should quietly describe the inappropriate behaviour, Identify the expectation and the consequence if they continue, Remind them of previous good behaviour, Reinforce this is who I need to see, give time to think, Praise them when they positively change their behaviour, acknowledging the positive change.
- 4. Consequence** – The child will miss part of their free choice /playtime walking/sitting with an adult time appropriate for their age and stage (3 mins /5mins).

5. **Senior Leadership Team** - If after all these steps have been followed or they refuse the consequence and behaviour persists then child goes to a member of SLT, staff should log behaviour on CPOMS and make a phone call home or arrange a meeting with parents. During this meeting a plan should be agreed between the child, parent and school. Strategies decided should be recorded on CPOMS along with dates for review with the parents. Reviews with parents should be at least fortnightly by phone or face to face.
6. If this behaviour persists for longer than 3 cycles of reviews or the behaviour warrants it, the child will have a **Good Day Behaviour Chart/card** – the child will be given an individual target for behaviour and will have their card signed by a member of the Senior Leadership Team, usually the Headteacher or Deputy, at the targeted intervals of the day e.g. after lessons/sessions or after break times or both. Review meetings should then involve the classteacher and the Headteacher or Deputy Head Teacher.

Consequences of unacceptable behaviour could involve the removal of privileges or attending after school events such as trips, discos or attendance at clubs.

7. If behaviour continues to persist for a further 3 cycles of review or the behaviour warrants it a **SEND Support/ Behaviour Support Plan** is to be completed by the class teacher and SENCO choosing 2 or 3 achievable targets. This is to be shared with the child and their parents. These targets will be reviewed termly to review the effectiveness of provision and progress of the child. Strategies included in a child's Behaviour Support Plan may include a Personalised Timetable and/or Reduced Timetable. An application for High Needs Funding may also be considered to support the child's learning and behavioural needs.
8. A **Positive Handling Plan** may also be written and agreed with the parents.
9. Advice and consultation will be sought from outside agencies eg The EY SEND Team and or An Educational Psychologist.
10. Extended Services may become involved e.g. Jigsaw – Pupil Referral Unit - applying through the In Year Fair Access Panel
11. At this stage the headteacher will consider whether it would appropriate to apply for an **EHCP** for a child.
12. In exceptional circumstances it may be necessary to implement an internal or a fixed term exclusion (in line with DFE and LA Exclusion guidance). **This will only ever happen when all other possible options have been explored.**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Sanctions will always be proportionate and consider eg the pupils age, special educational needs or disability or religious requirements affecting them.

Corporal punishment is illegal in all circumstances.

### **The right to appeal or complain**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

There is no right of appeal to the Governing Body, but parents can complain about the sanction under the school's normal complaints procedure. The Governing Body however, cannot overturn the Headteacher's decision to proceed with a sanction.

## **Removal from classrooms**

Keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour may be the removal of a pupil from an area in school after an assessment of risk. This may be to maintain the safety of all pupils, enable education to continue in a managed environment, allow pupils to regain calm in a safe space.

Removal from a classroom is different from removal for non-disciplinary reasons eg a pupil taken out of a classroom to enable them to regulate their emotions due to a sensory overload as part of a planned response.

Removal from a classroom will only be used in response to serious misbehaviour. An explanation will be given to the pupil as to why they are being removed.

A child will usually have a finite amount of time out in the 'Chill out Room' with a Senior Leader. This will depend on their ability to regain calm/ self-regulate. Prolonged absence from the classroom must be in agreement with the Headteacher.

The Chill out Room is an empty room where appropriate resources can be brought to help a child refocus, calm / self-regulate supervised at all times by a member of staff.

If this occurs during the lunchtime period lunch may will be brought from the canteen or the child will be escorted to and from the canteen. A child will always be allowed comfort breaks. Where possible, they will then complete the work they would have been doing in class. A child will never be locked in a room, however the safety of pupils and staff will be considered in preventing a pupil from leaving the room.

A clear process for the reintegration of the child into the classroom will be completed when appropriate and safe to do so and is dependent upon their readiness to continue learning with their peers.

In the event of a removal from a classroom, parents/carers will be contacted by a member of the Leadership Team. See Chill out Room record – Appendix 2

Information and data on protected characteristics, will be kept on CPOMS, monitored and analysed on any child removed from the classroom in order to see repeated patterns, and the effectiveness of removal. We will make data-based decisions on whether alternative or additional approaches, a pastoral review or investigation by the SENCO to see if teachers require more support are needed.

If the child is on a Child Protection or Child in Need Plan or are looked after then the school will notify their social worker.

## **Suspension / Permanent Exclusions**

All children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Serious incidents of unacceptable behaviour, whether one-off or repeated may result in to a suspension or permanent exclusion if the Headteacher deems this appropriate and poor behaviour has not improved following in school sanctions and interventions. It will be a reasoned decision and will consider all factors surrounding the offending behaviour. In the event of an external exclusion, parents/carers should collect the child from the school office and have a meeting with a member of the Leadership Team. Records of internal and external exclusions will be kept on CPOMs.

**CERTAIN BEHAVIOUR WILL MEAN CHILDREN ARE FAST TRACKED. THESE BEHAVIOURS INCLUDE: PHYSICAL VIOLENCE TOWARDS STAFF AND/OR CHILDREN, RASICST REMARKS, WILFUL DAMAGE TO THE SCHOOL, VERBAL ABUSE/SWEARING ABSCONDING FROM CLASS OR THEFT, POSSESSION OF CERTAIN PROHIBITED ITEMS DEEMED A DANGER TO THEMSELVES OR OTHERS.**

## **Preventing reoccurrence of Behaviour**

Farnborough Road Infant School will adopt a range of interventions to prevent reoccurrence of behaviour which could lead to exclusion

Ensure open engagement with parents

Short Term Behaviour Cards

## Pupil Support Units

Engage with local partners and agencies to support behaviour challenges, SEND needs, EHCP, Early Help Assessment.

## **Pupil Support Units**

Farnborough Road Infant School will use a pupil support unit as a planned intervention or a final preventative measure to support a pupil at risk from exclusion and improve behaviour and successfully reintegrate a pupil back into mainstream lessons. See Alternative Provision Statutory Guidance. The pupil will remain dual-registered at the referring school and deploy staff to the pupil support unit to ensure effective reintegration plans. Reviews will take place at regular intervals involving pupils and parents in the strategy for reintegration.

## **Managed Moves**

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed Moves will only occur when it is in the pupils' best interests.

## **Parents/Carers Responsibility**

Parents have a key role in ensuring that their child is successful and happy in school. Parents are seen as partners, working with the school and their children, to achieve a common goal.

We need parents/carers to:

- Take an active interest in their child's work and achievements.
- Support the school's Behaviour policy and Home-School Partnership including consequences and sanctions decided by the school.
- Be open and honest and make sure that the school is aware of any concerns or problems that might affect the work or behaviour of the child.
- Reinforce the schools' behaviour policy at home as appropriate.
- Celebrate pupils' successes

## **Parents, Pupil Support and Other Agencies**

Following a sanction, strategies will be put in place to help all pupils understand how to improve their behaviour and meet the schools' behaviour expectations. This might include targeted discussion – what they can do to improve their behaviour – and/or intervention.

The school acknowledges that parents may need help and support with the behaviour of their children. It is our aim that in dealing with difficult/challenging behaviour, children and parents feel supported at all times. Where behaviour is challenging, whether in or outside the classroom, the classteacher will meet regularly with parents.

If behaviour does not improve the classteacher will ask a member of the Senior Leadership Team to support these meetings to agree a plan between child, parent(s) and the school.

We recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The SENCo will ensure a pupil who exhibits challenging behaviour has any underlying needs met.

- An Early Help Assessment may be initiated to support families of children with challenging behaviour.
- Parents may be asked to meet every half term to review an Early Help or Pastoral Support action plan
- Parents may engage with the Positive Parenting Programme (Triple P) run by the Family Wellbeing Centre.

- Advice and consultation may be sought from outside agencies e.g. Educational Psychologist, medical practitioners, SWACA, CAMHS, First Steps Family Wellbeing Centre.

### **Use of Reasonable Force**

There may be circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff will only use 'reasonable force' to prevent a child injuring themselves, or damaging property and to maintain good order and discipline.

When using reasonable force staff should always consider the risks, specific vulnerability of the pupil, including SEND, mental health needs or medical conditions.

### **Confiscation**

Any prohibited items which are harmful or detrimental to school discipline will be confiscated. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [Guidance on searching, screening and confiscation at school](#). The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated providing they have acted lawfully.

### **Off Site Behaviour**

Farnborough Road Infant School will sanction pupils' misbehaviour outside the school premises, including online behaviour if the child is

Taking part in school organised activity

Traveling to or from school

Wearing school uniform

Identifiable as a pupil from the school

The behaviour will have repercussions for the orderly running of the school

Poses a threat to another pupil

Affects the reputation of the school.

### **Monitoring and Evaluating School Behaviour**

Incidences of unacceptable behaviour will be recorded and shared on CPOMs with other members of staff and agencies who work with the child as necessary.

Information and data will be collected and reviewed on :

Behaviour incidences

Attendance and Permanent Exclusion and Suspension

Use of Pupil Support Units

Incidences of Searching Screening or Confiscation

Questionnaires of Staff, pupils, parents and governors on the school's behaviour culture.

Information will be shared with the Governing Body through the Pastoral Committee and used to review policies and procedures and provide appropriate support for pupils, parents and staff.

### **Child-on-child sexual violence and sexual harassment**

Sexual violence and sexual harassment are never acceptable, will not be tolerated and behaviours will be sanctioned. Staff will challenge any inappropriate use of language and behaviour between pupils, it will never be viewed as 'banter', an inevitable fact of life or an expected part of growing up.

Farnborough Road Infant School staff will always model high standards of conduct, manners, courtesy and dignified and respectful relationships.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and or violent behaviour in the future.

The School's DSL will make referrals into support services as appropriate.

### **Behaviour Incidences online**

Although parents are responsible for their child's behaviour online, negative interactions online can damage the school culture and can lead to school feeling unsafe. Farnborough Road Infant School expects the same standards of behaviour online as offline and that all pupils should be treated with kindness, respect and dignity.

Nude or Semi-nude images will be reported to the DSL to advise on the school's response following the principles set out in KCSiE 2022 or the Guidance on Sharing nudes and semi-nudes advice for education settings working with children and young people.

### **Mobile Phones**

Mobile phones cannot be used by children at Farnborough Road Infant School during the school day. Mobile phones that are brought into school by a child will be confiscated and taken to the school office where they can be collected by a parent.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Pastoral Committee of the Governing Body every year. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Pastoral Committee every year.

### **Aligned with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Positive Handling Policy
- Anti- Bullying Policy
- Equality Policy

### **Updated September 2024**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_ **Headteacher.**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_ **Chair of Governors.**



## **Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

**This written statement of behaviour principles is reviewed and approved by the governing body every year.**



## My Behaviour Record

Name: \_\_\_\_\_ Date/Time \_\_\_\_\_

Class: \_\_\_\_\_ SLT: \_\_\_\_\_

I missed some of my own time with a member of the Senior Leadership Team.

The rule/rules I did not keep were:

1. We are kind and gentle
2. We try our best
3. We listen carefully
4. We are honest

What happened

I've had a discussion about what I did and how to make good choices.  
Tomorrow will be a better day!