



Farnborough Road Infant School

Relationships and Behaviour 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, February 2024)

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, positive environment and manage interactions so that all pupils can learn and reach their full potential. All children have a right to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

Our school is committed to:

- Relational approaches which focus on curiosity, mutual respect, co-regulation and empathy
- Promoting self-esteem, self-discipline and positive relationships.
- Restorative practices focussed on building & maintaining healthy relationships and supporting conflict resolution
- Ensuring equity 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.
- Clear expectations which involves pupils in the implementation of the school’s policy and associated procedures.
- Promoting a culture of praise and encouragement, building self-esteem and encouraging good choices.
- Supporting/encouraging positive mental health & well-being for the whole school community and developing strategies to achieve this.



Safeguarding & Special Educational Needs & Disabilities (SEND)

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. To help reduce the likelihood of behavioural concerns related to social, emotional or mental health (SEMH), Farnborough Road Infant School creates a safe and calm environment in which positive mental health and wellbeing strategies are taught explicitly and integral to our ethos.

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 2024

Searching, screening and confiscation at school (2023)

[The Equality Act 2010](#)

[Restrictive interventions including the use of reasonable force in schools \(2026\)](#)

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

Keeping Children Safe in Education

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 2011, 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.

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.

Leadership and Management

Governors Responsibility

- Review and approve the written statement of behaviour principles (see Behaviour and discipline in Schools Guidance for Governing bodies).
- Review the relationships 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 and respect for themselves and others.
- 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.
- Review the relationships 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, making reasonable adjustments for pupils 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 Restrictive Intervention.

Staff Responsibility

Building and maintaining trusting relationships with children and each other is an expectation of all staff at Farnborough Road Infant School. Staff create a positive environment in which pupils feel safe and everyone is treated respectfully and implement the relationships policy consistently.

All staff are aware of their safeguarding responsibilities as set out in Keeping Children Safe in Education Part 1

Staff expectations

- **Meet, greet and connect, before correction 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 I'm really pleased to see you today / I noticed you look ready for the day

- Build emotional currency/attachments. Behaviours that challenge can sometimes reflect a child's experiences of relationships, attachment and their need to feel safe and secure. Children need consistent relationships, daily acts of care and adults who are invested in them ensuring they feel cared for and appreciated
- Lead with curiosity and a connection before correction approach
- Staff to be a visible presence around school to praise or support behaviour
- Document behaviour incidents on CPOMS as appropriate
- Provide timely feedback to parents regarding behaviour and offer advice and support
- Signpost parents to the SENCO, Team Around the School (TAS), Early Help, Triple P Parenting Course, ADDvanced Solutions, Riding the Rapids and others as appropriate

Playtime Roles

Supervising adults should each have a role e.g.

- First Aid; manages the first aid station and administers first aid
- Scanner; general lookout to ensure safety and redirect play where necessary
- Player; initiate play and support games with the children
- Social Play Leader; look out for and support children with their interactions, finding a friend, supporting children through conflict resolution etc.

Pupil Expectations

- Arrive at school ready to learn, ready to listen and ready to try their best
- Connect with the member of staff on the door / the adults in class (this might look different for each pupil and may be a gesture or use of a visual)
- Be respectful to themselves, to others and to the environment
- To uphold our school values and uphold our golden rules;

To be honest

To be kind and gentle

To try your best

To listen carefully



Transition and Corridor Expectations

- Children are praised for 'Wonderful Walking'
- Children line up one behind the other
- Children walk proudly with their arms by their side
- Children are encouraged to 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. (Adults recognise that some children can listen without looking and may regulate through movement when sitting).

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

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
- 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 include:

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, or a visual

Use Role Models – Name and Fame –Notice and name what is working 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

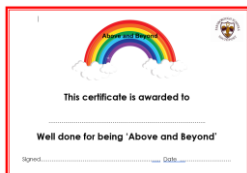
Clear routines

Use refocusing "Let's get back to this together." "What would help you to get started?"

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 who have impressed the adults either inside or outside the classroom. For example by being 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.

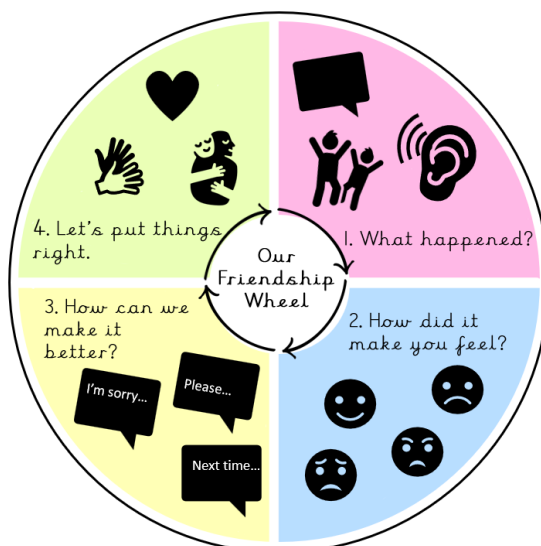
Going for Green Reports – received by parents each parents evening. Children earn a RAG (Red, Amber, Green) rating for effort in learning, behaviour in class, behaviour in the playground. Children are actively encouraged by staff to 'Go for Green'.

Unacceptable Behaviour

Pupils should be supported to understand and follow the rules. This may be by reflective conversations, targeted pastoral support or other interventions as appropriate. In the case that a child behaves in an unsafe way or behaviour does not meet the agreed standard, staff should always respond predictably, promptly and assertively in accordance to the school relationships policy. The first priority should always be the safety of pupils and staff and to restore a calm, safe, learning environment. De-escalation techniques are used to prevent further behaviour issues arising escalation and promote regulation. Staff should always use a trauma informed and restorative approach when dealing with incidents. Staff may also use restorative prompts to support these conversations. For example, Our Friendship Wheel.

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?



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.

Behaviour Expectations and Responding to the Behaviour of Pupils with Special Educational Needs and/or Disabilities (SEND)

At Farnborough Road Infant School, we are committed to maintaining high expectations for the behaviour of all pupils, including those with Special Educational Needs and/or Disabilities (SEND), while recognising that some pupils may require additional support and reasonable adjustments to enable them to meet these expectations.

In accordance with the DfE *Behaviour in Schools: Advice for Headteachers and School Staff* (pages 13 and 18), our whole-school approach to behaviour aims to meet the needs of all pupils, including those with SEND, so that everyone can feel they belong within the school community and high expectations are maintained for all.

We recognise that some behaviours may be associated with, or influenced by, a pupil's SEND. However, staff will not automatically assume that SEND has caused inappropriate behaviour on a particular occasion. Decisions will be based upon the individual child, the circumstances of the incident and staff's knowledge of the pupil and their needs.

When responding to the behaviour of a pupil with SEND, staff will consider:

- whether the pupil's SEND may have contributed to the behaviour;
- whether there are unmet needs which require further assessment, support or intervention;
- whether the proposed response or sanction is appropriate, reasonable and proportionate in the individual circumstances;
- whether any reasonable adjustments are required because of the pupil's disability;
- the pupil's age, developmental stage, communication needs and ability to understand and regulate their behaviour; and
- whether additional support or adaptations could help prevent the behaviour from recurring.

Where appropriate, staff will work with the pupil, parents/carers, SENDCo and relevant external professionals to identify appropriate strategies and support. Individual approaches and reasonable adjustments may be recorded within the pupil's support plans and shared with relevant staff to promote a consistent approach.

Reasonable adjustments do not mean that inappropriate or unsafe behaviour is ignored, nor that expectations are simply lowered. Rather, they ensure that pupils are supported to understand expectations, experience appropriate consequences and develop the communication, social and self-regulation skills they need to be successful.

Any decision to apply a sanction will take account of the Equality Act 2010 and relevant SEND legislation and guidance. The school will consider whether the sanction is lawful and proportionate and whether reasonable adjustments should be made in response to a pupil's disability.

Through this approach, FRIS seeks to balance **high expectations, consistency and accountability with inclusion, compassion and an understanding of individual need**, ensuring that all pupils are treated fairly and with dignity and are supported to learn, regulate their behaviour and participate successfully in school life.

Off-site behaviour

Where a pupil's behaviour outside of school does not meet agreed expectations when representing the school, such as on a school trip or on the bus on the way to or from school, proportionate consequence may be applied. Off-site behaviour also includes online communications. All pupils should be treated with kindness, respect and dignity both on and offline.

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 act in accordance with this policy.

Consequences

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, links can be made to the zones of regulation. Praise the child 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 and give time to think. Praise them when they positively change their behaviour, acknowledging the positive change.
4. **Consequence** – The child will have time in with an adult appropriate to their age and stage. Consequences of unacceptable behaviour could involve the removal of privileges or attending after school events such as trips, discos or attendance at clubs.
5. **Senior Leadership Team** – If behaviour persists after the above steps have been followed, the child will then spend time in with a member of SLT. Staff should log behaviour on CPOMS and parents will be informed.
6. **Parent Meeting** – If behaviour persists, a meeting will be held with parents to discuss strategies and next steps. 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. This may include the introduction of a **Check-in Chart** which is linked to the Zones of Regulation. The child will be given an individual target for behaviour and will have their chart signed by a member of the Senior Leadership Team at the targeted intervals of the day e.g. after lessons/sessions or after break times or both. Review meetings should then involve the class teacher and/ or a member of the senior leadership team.
7. If behaviour continues to persist for a further 3 cycles of review or the behaviour warrants it a **SEND Support/ Relational 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. Strategies included in a child's Relational Support Plan may include a Personalised Timetable and/or Reduced Timetable. Use of restrictive interventions/ seclusion, may also be discussed with parents as part of this plan. In the event that restrictive interventions are used, parents will be informed by letter and record added to CPOMS. Please see Restrictive Interventions Policy.
8. Advice and consultation will be sought from outside agencies e.g. The EY SEND Team and/ or an Educational Psychologist.
9. An application for Exceptional Circumstances /Transitional Funding may also be considered to support the child's learning and behavioural needs.

10. Extended Services may become involved e.g. Jigsaw – Pupil Referral Unit - applying through the In Year Fair Access Panel. This is a planned intervention or a final preventative measure designed to support a pupil at risk from exclusion and successfully reintegrate a pupil back into mainstream lessons.
11. At this stage the headteacher/ SENCO will consider whether it would appropriate to apply for an **EHCP (Education, Health & Care Plan)** 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.**

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

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 or allow pupils to regain calm in a safe space.

Removal from a classroom is different from removal for non-disciplinary reasons e.g. 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.

In the event of a removal from a classroom, parents/carers will be contacted by a member of the Leadership Team as outlined in the Restrictive Interventions Policy.

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.

Suspensions or 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 the school's graduated approach. 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 Senior Leadership Team. Records of internal and external exclusions will be kept on CPOMs.

Some behaviours may require an immediate or accelerated response within the graduated approach. These behaviours include: physical violence towards staff and/or children, racist 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.

Offsite Direction Protocol

The Offsite Direction Protocol is used to initiate a process which leads to the transfer of a pupil to another mainstream school following the successful time limited period of transition. OffSite Direction Protocol 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:

- Celebrate pupils' successes
- Take an active interest in their child's work and achievements.
- Support the school's Relationships 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 their child.
- Reinforce the school's relationship policy at home as appropriate.
- Monitor their child's use of the internet and interactions with others online
- Ensure that children do not bring mobile phones into school

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 unmet needs behaviour, children and parents feel supported at all times. Where unmet needs behaviour is challenging, whether in or outside the classroom, the class teacher will meet regularly with parents.

If behaviour does not improve the class teacher 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 unmet needs behaviour has any underlying needs met.

- An Early Help Assessment or referral to the TAS (Team Around the School) 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 Relational Support 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.

Confiscation

Any prohibited items which are harmful or detrimental to school safety will be confiscated. These items will be returned to a parent, 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.

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 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 Performance & Standards Committee every year.

Aligned with other policies

This relationships policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Restrictive Interventions Policy
- Anti- Bullying Policy
- Equality Policy

Updated October 2026

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 relationships 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 fixed-term or permanent exclusions
- Pupils are helped to take responsibility for their actions
- Foster good relationships between the school and families to ensure families and children are supported

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