



Relationships & Behaviour Policy

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Policy Statement

North Farnborough Infant School strives to create a school community which embodies our aspiration to build a nurturing, caring ethos which permeates our school environment.

We have developed a behaviour policy that places relationships as the cornerstone for our children to thrive, both academically and in relation to their well-being.

Introduction

At North Farnborough Infant School it is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school policy is therefore designed to support the way in which all members of the school can live, learn and work together in a supportive way. It aims to promote an environment where everyone is happy and feels valued, safe and secure.

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective teaching and learning. Where children feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves and others. This applies equally to all staff in the learning community. Staff at North Farnborough Infant School are proactive in promoting positive relationships and behaviour in the classroom, playground and wider school community.

This policy draws on current research and best practice relating to relationships and behaviour; a key factor in enabling children to achieve their best.

Within our school community, we aim:

- To be welcoming and inclusive
- To create a firm and consistent approach throughout the school
- To maintain, encourage and promote positive behaviour, self-discipline and respect
- To encourage independence and personal confidence
- To respect the rights of all individuals
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty
- To support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour
- To develop pride in the school through learning, effort and achievement.

Behaviour as Communication

Both adults and children use behaviour to communicate throughout every minute of every day. More often than not, negative behaviour in children manifests out of frustration at either not understanding the situation, or being unable to verbally express their wants, needs and feelings.

At North Farnborough Infant School, the welfare of all children is of paramount importance. As a school, we endeavour to provide a secure environment in which children are given every opportunity to be happy, confident learners. We do this by ensuring that opportunities for children enable them to acquire the skills and attitudes required to keep themselves safe and prepare them for responsibilities in their adult lives.

Our agreed aims which are crucial to the success of this policy are to:

- Foster excellent relationships between all members of our North Farnborough community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure all staff and children are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards throughout the school.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which values and models kindness, good humour, tolerance and empathy for others.

At North Farnborough we recognise that negative experiences contribute to negative feelings and that negative feelings contribute to negative behaviour. Whilst positive experiences contribute to positive feelings and positive feelings contribute to positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a child is presenting with changes to their behaviour. Any changes to a child's behaviour will be quickly identified and addressed and supported accordingly.

Responses to behaviour need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the child. To enable change we need to understand the child's behaviour not just suppress the behaviour.

School Rules

School rules are central to our policy by providing a framework within which the whole school community can work alongside each other in a positive environment. Our school rules are kept to a minimum and we try to actively engage the children in forming them. We have set rules across the school known as 'Our school rules'. These are displayed in all classrooms and other communal areas. The rules are frequently discussed in classes and assemblies and referred to when praising positive behaviour or dealing with incidences of poor behaviour.

Our School Rules are:

- Be Safe
- Be Respectful
- Be Ready

In addition to having a clear set of rules, shared and understood by all, we frequently talk to children about making good choices. This is because we want children to develop a personal moral code based on an intrinsic sense of what is right and wrong and promote positive values as opposed to being purely guided by a set of rules.

The fundamental principles which underpin our Relationship and Behaviour policy are:

- unconditional positive regard for all children
- a no shouting policy
- a focus on choice: we refer to good choices and choices which are poor

Our policy is underpinned by our individual school values which are:

- Cooperation
- Confidence
- Independence
- Responsibility
- Respect
- Happiness

Rights and Responsibilities

We work hard to ensure that every child feels safe and secure and is able to learn in a positive environment. All children, parents, staff and visitors that come into school have a responsibility for promoting positive behaviour by demonstrating clear values and principles through:

- Teaching right from wrong, honesty and respect for others
- Encouraging internal discipline, self-management or behaviour and sense of responsibility for positive behaviour
- Praising positive behaviour
- Using positive phrasing and reminding of school rules and expectations
- Providing children with positive experiences that will create positive feelings and therefore promote positive behaviour
- Being good role models
- Having clear routines, repetition and structure
- Clear expectations of behaviour
- Comfort and forgiveness
- The school adopting a 'growth mindset' approach supporting the children to 'have a go' 'try their best', understand that they 'can't do it yet' but we will give it go and see making mistakes as part of helping us learn. This goes alongside the 'characteristics of effective learning' in the Early Years supporting the children to develop skills in playing and exploring, being an active learner, being creative and thinking critically.

Children at North Farnborough learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair.

Roles and responsibilities

Our children are expected to be responsible for:

- Following the school rules and expectations
- Showing good learning behaviours
- Following instructions from school staff
- Being respectful and tolerant of everyone in the community
- Working hard and trying their best
- Allowing others to learn
- Respecting difference and individuality
- Asking questions to further knowledge and curiosity
- Acting as positive ambassadors for the school when off the school premises

Our parents/carers are expected to be responsible for:

- Being a positive role-model for their children
- Ensuring their children attend school regularly and on time
- Ensuring that their child is wearing the correct uniform and has the appropriate equipment
- Ensuring that their child has something to eat and drink before school
- Supporting our school in the implementation of this policy
- Supporting their child's home learning
- Fostering their child's awareness of appropriate behaviour
- Encouraging self-discipline
- Participating in school meetings to support their child
- Communicating with staff in a constructive and respectful manner
- Informing the school of anything that could affect their child's learning/behaviour

Our staff are expected to be responsible for:

- Being a positive role model and supporting children to develop strategies which help them to understand and maintain socially acceptable behaviour (See appendix A for North Farnborough Infant School's social norms)
- Developing positive relationships with every child
- Treating all children as individuals and getting to know children and respecting them
- Using restorative approaches to resolve situations of conflict and provide meaningful solutions for all
- Developing an understanding of what children are trying to communicate through their behaviour
- Promoting intrinsic motivation by reinforcing success and praising children's positive behaviour
- Creating an atmosphere for positive learning through ensuring school rules are clearly communicated and adhered to
- Ensuring all children have a voice and that their opinion is respected
- Ensuring that incidents are recorded and reported following schools procedures
- Being fair to all children by recognising that each is an individual with their own specific needs
- Ensuring that the relevant supportive strategies/interventions are in place to support communication and positive behaviour management
- Being consistent, reflective and adaptable
- Raising self-esteem, confidence and supporting all children to achieve, through:
 - Recognising and using individual strengths, abilities and skills
 - Ensuring that mistakes are dealt with and then forgotten
 - Listening to individuals
 - Noting and responding to a child in difficulty
 - Making sure all children are well cared for, secure and safe in school
 - Listening to both sides of a story where there is confusion or disagreement before making a decision
 - Apologising if we make a mistake.

Our Governing Body are expected to be responsible for:

- Reviewing and approving this policy
- Reviewing the implementation and effectiveness of this policy

Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling and praise of good practice. Our children are taught about their feelings and emotions during everyday teaching opportunities and PSHE (Personal, Social, Health and Economic) lessons. A calm, engaging, well ordered learning environment, with opportunity to grow within a positive structure, is conducive to positive behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem focusing on the behaviour rather than the individual child.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEND (Special Educational Needs and Disability) who have specific needs that impact on their behaviour, may find it continually difficult to access learning in the classroom. Individual strategies will therefore need to be implemented to support them. This may include an individual graduated response – assess, plan, do, review and/or an individual risk/behaviour management plan.

The Zones of Regulation

The Zones of Regulation is a whole-school strategy, which enables children to be able to identify their own emotions, whilst supporting them with strategies to self-regulate. These include: use of language /

application of colours to feelings / considering their response to these feelings and calming and regulating activities. It is delivered through regular whole-class teaching sessions, as well as through more bespoke interventions - in response to individual need. This approach helps children to:

- understand themselves better
- rationalise their worries and/or concerns
- learn to co-regulate, through adult modelling techniques and strategies and consequently,
- become better able to manage their own emotions independently – self-regulation

Our Approach to Relationships and Behaviour

We are committed to developing positive relationships within school. We firmly believe that the reward should be the fulfilment and feeling children experience, when they succeed or do the right thing. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort children put into demonstrating good behaviour and developing good relationships. On occasions, we do have to deal with behaviour that does not meet our agreed expectations and we do this in the following ways:

- 1) Use de-escalation techniques to prevent and diffuse situations before they arise. Anticipate situations which might be difficult for some individuals and teach them coping or exit strategies.
- 2) Use restorative approach where specific questions will be asked in order to address the incident and find meaningful, positive solutions for all involved.
- 3) Actions may have to be taken immediately if it is a very serious matter where the safety of children, adults or property is at risk. See Restrictive Physical Intervention Policy
- 4) Where there may be more complex reasons behind behaviours being displayed, seek specialist advice from professionals with appropriate expertise within or beyond the school.

Restorative approach

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals. The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in a conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidents of the same nature. In an educational setting, this means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions, understand what they have done wrong and accept that their actions can be harmful to others. A restorative approach aims to repair the relationship to prevent recurrence in subsequent behaviour.

Reflect, repair and restore

The purpose of reflect, repair and restore is to re-visit the experience with the child when they are calm, relaxed and receptive to being reflective about the incident. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened (Tell the story)
- Explore what people were thinking and feeling at the time
- Explore who has been affected and how
- Explore how we can repair relationships
- Summarise what we have learnt so we are able to respond differently next time

Actions and Consequences

Although recognition is central to the encouragement of good behaviour, realistically there is a need for actions and consequences to register dissatisfaction of unacceptable behaviour and to protect the security and stability of the school community. It is recognised that there is a range of misdemeanours and it will be made clear to the child why the action/consequence is being applied and what changes of behaviour are

required. Staff will examine all instances of racial harassment and bullying and will deal firmly with this behaviour. There are separate policies for Single Equality and Anti –Bullying.

If a child makes behaviour choices that are not in line with our school rules and expectations then actions and consequences as detailed in North Farnborough Consequence Ladder (Appendix B) will be followed and recorded on CPOMs.

Praise, recognition and celebration

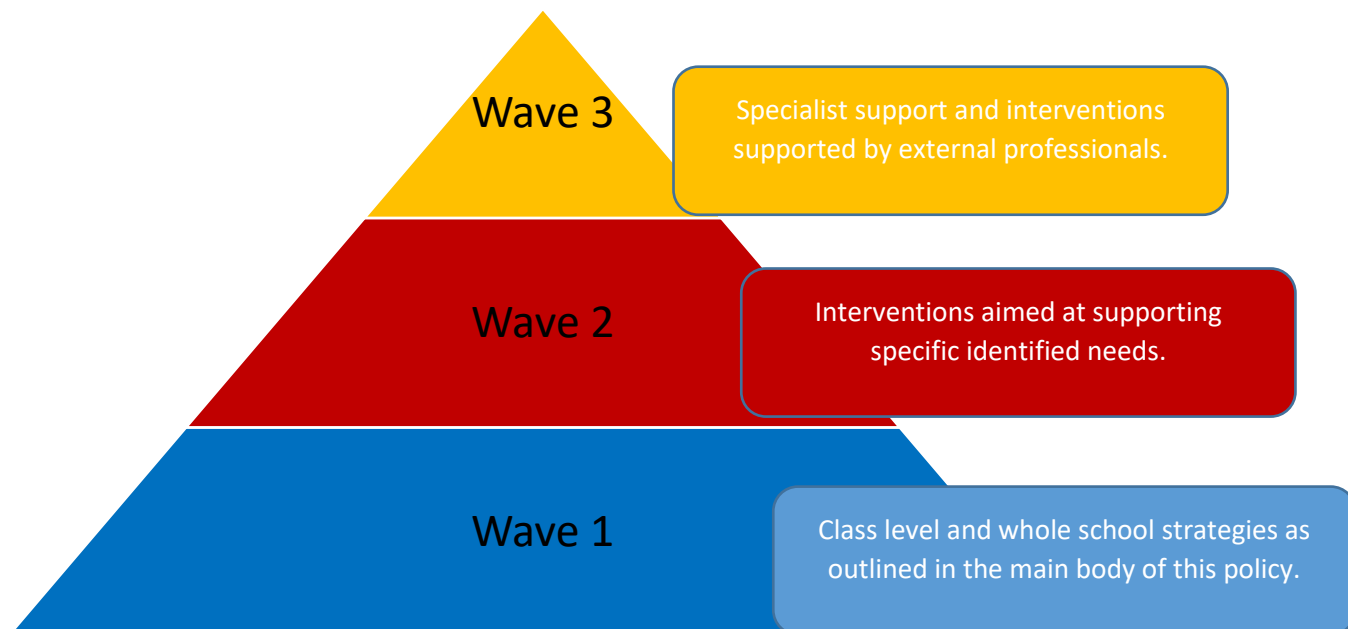
Children should develop their understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise.

Positive behaviour can be rewarded with:

- Verbal praise
- Whole class incentives – all children within the class adding to a collective reward (i.e. stars in the jar, marbles in a pot) to achieve a set amount to then receive a whole class reward. This system is used for recognition of whole class achievements and once a reward (star/marble) has been given they cannot be taken away again
- Class Dojos (see Dojo policy)
- Sharing learning with other classes, teachers, Deputy Head or Head teacher
- Displaying learning and achievements around the school and in class
- Informing parents or carers, verbally, via the class email system or through a praise postcard being sent home
- Star of the week: certificates given weekly in the celebration assembly
- Head teacher hot chocolate: certificates given and child goes for hot chocolate and biscuit with the Head teacher

Our graduated response to behaviours

Our children have a wide range of individual needs which change over time. As such, they require a flexible approach within an overall structure of consistency. Whilst we envisage that our Wave One behavioural approach (please see below) will be effective for the majority of children at North Farnborough Infant School, some children will require extra support in order for us to ensure an equitable school environment. A graduated response to behaviour allows staff to support children according to their current level of need. The pyramid below provides some examples of support offered at each wave of our graduated response:



Children will be provided with support based on their level of need. Given that North Farnborough Infant School views behaviour as a communication of need, frequent behaviours will be seen as an indication that the level of support may need to be increased (e.g. a child receiving support at Wave One would begin to receive assessment and support at Wave Two). Decisions about the level of support required will always be made in consultation with the child, their parents/carers and external professionals as appropriate.

Responding to behaviour

Most children do not display serious or harmful behaviour at North Farnborough. However when such incidents occur, they are deemed serious and can cause a great deal of stress for those involved. When faced with potentially harmful behaviour, staff must use our de-escalating script (See appendix C).

Use of physical contact

There are occasions when staff will have cause to have physical contact with children for a variety of reasons, this may include:

- To comfort a student in distress, appropriate to their age and understanding
- To support a child with their physical care (toileting, self-care, changing clothes)
- To direct a person
- For activity reasons (drama, physical games)
- To avert danger to the child, other persons or significant damage to property

Hugging

A sideways on hug, with the adult putting their hands on the child's shoulders is the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated.

Hand-Holding

It is natural that young children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However if the handholding is being used by an adult as a method of control to move the child, this can become a constraint. Therefore, best practice is the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

Lap-Sitting

Lap-sitting should be discouraged, so neither staff nor child is vulnerable. Children should be taught to seek comfort/attention through other means. If a child attempts to sit on an adult's lap there should be immediate active guidance to a more appropriate seating position alongside the adult.

In all situations where physical contact takes place (it should never take place in private without others present), it should always be acknowledged that some children will not want to be touched and this should be respected whenever possible.

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see separate Restrictive Physical Intervention Policy for more detail).

Suspension

Suspension is used only very rarely, and as a last resort. The Head teacher, may suspend a child for a fixed period, but the suspension must be kept as short as possible and reintegration must be the aim. Parents are informed of the decision and reasons for the suspension. These decisions are not made lightly and are informed by Local Authority guidance.

Bullying

At North Farnborough Infant School we are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a happy and secure environment. By following our Behaviour for Learning Policy we believe that our environment prevents bullying from being a problem. All staff build positive relationships with children and have an understanding of situations which may provoke conflict and thus develop strategies to prevent bullying occurring in the first place. (See our Anti Bullying Policy for more details).

Searching Children

Searching can play a critical role in ensuring that North Farnborough Infant School is a safe environment for all children and staff. It is a vital measure to safeguard and promote staff and child welfare, and to maintain high standards of behaviour through which children can learn and thrive.

The Headteacher and staff are authorised to search a child or their possessions where they have reasonable grounds to suspect that the child may have a prohibited item listed below, or any other item that the school deems or identifies as an item which may be searched for.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-Cigarettes / Vapes
- Fireworks
- Pornographic images
- Mobile phones
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the child).

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the child is involved, or at risk of being involved, in anti-social or criminal behaviour, including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying children who may benefit from early help or a referral to the local authority children’s social care services.

When exercising their powers, North Farnborough Infant School will consider the age and needs of children being searched. This includes the individual needs of children and making reasonable adjustments that may be required.

Recording searches

Any search by a member of staff for a prohibited item, listed above should be recorded in the school’s safeguarding reporting system - including whether or not an item is found. This will allow the Designated Safeguarding Lead (or deputy) to identify possible risks and initiate a safeguarding response, if required.

Informing parents

Parents should always be informed of any search for a prohibited item, listed above, that has taken place and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied. Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Confiscation

An authorised staff member carrying out a search can confiscate any item when they have reasonable grounds for suspecting that it:

- poses a risk to staff or children
- is a prohibited item, as outlined on page 2
- is evidence in relation to an offence.

Outside School

In accordance with the DfE ‘Behaviour and Discipline in schools Guidance for Governing Bodies’ (2013), the Governors have issued a statement to the Headteacher to the effect that school staff should have the

authority to discipline children for poor behaviour outside school if children are acting in such a way that could bring the school into disrepute.

Verbal warnings may be given when children are witnessed misbehaving whilst:

- taking part in any school-organised or school-related activity or
- travelling to and from school or
- wearing school uniform or
- in some other way identifiable as a child at the school or, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another child or member of the public or
 - could adversely affect the reputation of the school

If the poor behaviour continues the child's parents should be contacted. If any criminal behaviour is witnessed, the Police will be informed. In all cases the teacher must inform the headteacher of the incident as soon as practicably possible, and appropriate sanctions and/or consultations with parents will be considered.

Summary

Our aim is that every member of our school community feels safe, happy and valued. We encourage everyone to take responsibility for their actions and feel that the ability to resolve conflict is a vital part of a child's learning process.

Social Norms at North Farnborough Infant School



At North Farnborough we will...

- Listen to each other
- Show everyone respect
- Be polite and have good manners
- Be kind and thoughtful to each other in our words and actions
- Include everyone in our play and learning – we're all friends here!
- Talk about what we are thinking and how we are feeling
 - Make sure everyone's voice and opinions are heard
 - Celebrate our differences, it's ok to be different, differences are interesting
 - Make sure everyone knows they matter
 - Make sure school is a safe place to be
 - Trust every adult
 - Support and encourage each other
 - Be excited to learn
 - Have a can do attitude and try our best
 - Be confident to give everything a go
 - Know that it is ok to get things wrong and make mistakes
 - Follow routines
- Notice good behaviour
- Treat everyone the same and fairly - actions and rewards will be the same for everyone
- Have adults who are good role models and set good examples
- Believe that everyone can achieve anything they want to
- Make sure everyone feels valued and that they belong at North Farnborough Infant School

NFIS Consequence Ladder

STEP	EXAMPLE OF BEHAVIOUR	RESPONSE/ACTION/CONSEQUENCE
Step 1	One off disruption – low level, calling out, ignoring instructions, chatting during whole class teaching Not following instructions at playtime.	Non-verbal reminder or discrete quick intervention Anonymous reminder - tell children there is a routine or rule for the situation. E.g. rather than saying 'don't call out', say, 'in this classroom we...'
Step 2	As above but a second time after quick intervention.	Warning – 'last chance' followed by 2 mins at break time for restorative conversation.
Step 3 First time behaviour Unusual for the child	Behaviour that affects other children's learning and any inappropriate behaviour <ul style="list-style-type: none"> • Refusal to follow instructions • Impolite • Rough play • Running from adult • Disrupting others 	Discussion with child: <ul style="list-style-type: none"> • Is everything ok? • Do you understand the task? • What should you be doing? • What should you have done? • Can you think of a different way to deal with the problem? • Can you show me which zone you are in? (Relation to zones of regulation) • Let's remind ourselves of the school rules. • Use of noise meter on class dojo
Step 4 For persistent, low level behaviours	As above but persistent behaviour e.g. daily. These behaviours will be logged on CPOMS. A behaviour log should be being used to record frequency of behaviour and begin to recognise any patterns in behaviour and/or triggers	Warning with explanation for how to improve <ul style="list-style-type: none"> • Time away in class at a different/separate table • If continued, send to parallel class to complete their learning. • If learning not completed to the expected standard the child misses part of break to complete work or come back during lunchtime to complete work. (Ensure that the work was attainable for the child in the first place and explain that <i>"we come to school to learn and because you missed your learning earlier, you need to complete it now, I am here to help you."</i>) • Class teacher informs parents informally – catch at end of day/ quick phone call
Step 3 For persistent, intentional behaviours	Persistent behaviour is deliberate or intentional	Deputy Head Teacher involvement <ul style="list-style-type: none"> • Send to Deputy Head • If learning not completed to the expected standard, follow above advice and work can be sent home for completion. • Class teacher informs parents , outlining Deputy Head involvement • Record on CPOMS
Step 4 For persistent, intentional behaviours which are dangerous	<ul style="list-style-type: none"> • Physical aggression • Bullying • Harming other students or adults intentionally • Theft • Deliberate damage of resources or property 	SLT involvement <ul style="list-style-type: none"> • Child to write a letter of apology (if appropriate) • Children to lose a proportionate amount of time from their break-times – "because you did this ... obviously we cannot allow you to Until you can show us that you can ..." • Class teacher informs parents, outlining SLT involvement • Parents requested to attend a meeting in school • Create and use a weekly report that focuses on positive behaviours • Record on CPOMS

North Farnborough Infant School de-escalation script



This de-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict.

Our script is:

Initial engagement:

- 1) Child's name
- 2) I can see something has happened
- 3) I am here to help
- 4) Come and talk with me and I will listen

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and/or calms to be able to talk through what has happened.

Talking through the behaviour:

- 1) I noticed you were... (having trouble, struggling to, feeling)
- 2) Our school rules say... (refer to the appropriate school rules, be ready, be respectful, be safe)
- 3) You chose to... (describe their action and refer to how they chose not to follow the appropriate school rule)
- 4) Do we think that was the right choice to make?
- 5) How do you think you could have done things differently?
- 5) Do you remember when you... (remind child of a time when they did follow the school rules and showed positive behaviour)
- 5) that is what/who we need to see at school
- 6) thank you for listening and talking with me. Shall we join back in with the rest of the class and show how we can make the right choices remembering our school rules?

Some children may need to talk through a situation in more depth than these steps but the aim is for the child to identify that the choice they have made is not in line with the school rules and behaviour expectations. In having time to talk through a behaviour choice with an adult the aim is to get the child to calm, take responsibility for what has happened and learn strategies to deal with things differently next time. Once the child is in a position to successfully join back in with the rest of the class they will be supported by the adult to do so.