

FLEET INFANT SCHOOL

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Policy: Behaviour Policy

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Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour within our school and it outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Fleet Infant School.

It is a working document designed to enhance the development of positive relationships between children, adults in the school, parents and other members of the wider school community

Associated policies - SEN, Child Protection, Single Equality Statement, Equality Policy, Safeguarding, Restrictive Physical Intervention, Positive Mental Health and Well-being Policy.

Rationale

At Fleet Infant School we believe that the school plays a vital role in promoting the spiritual, cultural, social, emotional and physical development of the children. We believe that as a community we have a responsibility to lay firm foundations on which our children can build and learn, enabling them to eventually participate and contribute positively to the wider society.

It is our belief that an effective behaviour policy is one that nurtures children towards self-belief, high self-esteem, self-discipline and good mental health. This is achieved through developing positive relationships and high expectations for behaviour.

The success of the policy is dependent on the involvement and commitment of all members of the community. It is the responsibility of all staff to consistently implement this policy.

Behaviour Statement (Principles)

At Fleet Infant School:

- we encourage a caring, co-operative approach to all aspects of school life within a community that values and respects all individuals
- we believe in positive behaviour management strategies
- we believe high self-esteem is important for all children
- we believe in building positive relationships
- we have high expectations and promote and reinforce high standards of behaviour
- we believe adults should be excellent role models for children and lead by example
- we believe all members of the school community should behave in a considerate manner towards others
- our shared values are promoted across all areas of school life:
- we promote positive mental health strategies

Aims

The school's behaviour policy is designed to support the way in which all members of the school community can live and work together in a trusting, supportive manner. It aims to:

- promote positive behaviour
- promote an environment in which everyone feels happy, safe and secure
- promote positive, supportive relationships that ensure everyone can work together effectively to promote the highest standards of education for all children
- ensure everybody is treated fairly and equally
- ensure agreed procedures are implemented consistently
- promote the development of children as caring, responsible, self-disciplined and increasingly independent members of the school community

Objectives

All members of the school community have a responsibility to uphold the aims of the policy by:

- respecting the rights, values and beliefs of every individual
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well-ordered inclusive environment in which everybody is aware of behavioural expectations and actively promotes high standards of behaviour
- caring for, and taking a pride in, the physical environment of the school
- offering equal opportunities in all aspects of school life
- recognising the importance of, and valuing, different cultures and traditions
- not tolerating any form of bullying, harassment or violent behaviour
- helping to develop strategies to eliminate unacceptable behaviour
- applying agreed policy and procedures consistently
- promoting good behaviour through encouragement, praise and positive reinforcement
- providing clear expectations of high standards of behaviour during school visits

Roles and responsibilities

These objectives can be achieved by:

Governors

- ensuring the behaviour policy is regularly reviewed and revised where necessary
- visiting school to observe patterns of behaviour and the impact of the policy and procedures

Headteacher

- taking a lead in the establishment of a positive school ethos
- taking a lead in establishing high expectations of behaviour across the school
- taking responsibility for implementing the behaviour policy consistently throughout the school
- monitoring and reviewing behaviour across the school, evaluating the impact of the policy and making recommendations for revision if necessary
- ensuring all members of the school community are conversant with the policy and procedures
- supporting staff in the day-to-day implementation of the policy and procedures
- ensuring the environment is safe, secure and well maintained
- ensuring the health, safety and welfare of all children and staff in the school

- reporting to governors on the effectiveness of the behaviour policy and procedures
- maintaining records of all reported serious incidents of misconduct
- working with governors and taking responsibility for suspensions and exclusions for serious misconduct in line with current legislation and guidance
- monitoring behaviour during offsite visits or following and taking appropriate action in line with the policy if any issues arose on the visit

Staff

- providing a challenging and stimulating learning environment that enables all children to reach the highest standards of personal achievement
- being constantly aware of the needs of individual children and their relationship with others, intervening when necessary and determining a reason for a child's behaviour
- being an excellent role model – punctual, well prepared, well organised, treating all members of the school community fairly and with respect and understanding
- providing opportunities for the children to discuss appropriate behaviour and working together, thereby promoting the school's shared values, ethos and practice
- taking quick, effective and appropriate action to prevent the actions of an individual/group of children disrupting the learning environment in line with the behaviour chart
- being aware of all opportunities to encourage, praise and positively reinforce good behaviour and personal achievement
- working with parents to share concerns about a child's behaviour and eliminate difficulties quickly and effectively should this be necessary
- making every effort to enhance children's self-esteem through:
 - speaking to all children respectfully at all times
 - noticing and valuing all children and the contribution they make
 - giving equal access to rewards and privileges for all children
 - recognising and celebrating effort and achievement in all areas of school life
- ensuring the agreed policy and procedures are **consistently** applied across all aspects of school life
- liaising with external agencies where necessary, to support an individual child
- clear expectations provided to children and supporting adults before educational visits and continued through the visit

Children

- working hard and to the best of their ability
- demonstrating our school values of Kindness, Respect, Honesty, Gratitude, Courage and Resilience
- talking to all others politely and in a courteous manner
- conducting themselves in line with the school's shared values
- conducting themselves in line with the school's Behaviour Policy
- developing independent work and self-help skills
- being organised during teaching and learning,
- identifying and using our Learning Behaviours
- taking increasing responsibility for the school environment, their learning and conduct in school and on educational visits
- wear school uniform with pride
- to speak to an adult if they are feeling sad, upset, frustrated
- speak to an adult if they see someone else feeling unhappy

Parents

- ensuring children attend school in good health, punctually and regularly (cross reference Attendance Policy, Safeguarding Policy and Child Protection Policy)
- providing prompt explanation of all absences through a telephone call or completed absence form to school
- supporting the school's behaviour policy and procedures, including support of the school's use of reasonable sanctions
- participating in discussions about their child's behaviour should this be necessary and work in partnership with the school to eliminate difficulties quickly and effectively
- supporting the work of the school and their child's learning

Monitoring and evaluation

- The Headteacher monitors and evaluates the impact and effectiveness of the policy and procedures through:
 - informal observation
 - formal observations
 - feedback from staff
 - feedback from parents and voluntary helpers
 - feedback from other adults involved in the life of the school
- Governors monitor and evaluate the impact and effectiveness of the policy and procedures through:
 - visits to school
 - outcomes of parental questionnaires
 - outcomes of pupil questionnaires
 - receiving regular reports from the Headteacher to the Governing Body
- Governors monitor suspensions and exclusions through:
 - Headteacher reports to the Governing Body
 - Governor involvement in such procedures in line with legislation and guidance
- The policy will be reviewed by the Governing Body as part of their rolling programme of policy review or at an earlier date if new legislation or guidance necessitates this.

The following provide details of rewards and sanctions, and how we promote good behaviour at Fleet Infant School.

Relational Approach to Behaviour

Pupils should learn to expect fair and consistently applied responses to behaviour within Fleet Infant School. The emphasis of the school behaviour policy is on Reward and Praise, which should be given whenever possible for both work and behaviour **and a responsive approach to behaviours that demonstrate that a child is struggling. These may include:**

- **Distracting**
- **Moving the child to a quieter area**
- **Changing or giving breaks from the learning/task**
- **Active listening**
- **Active ignoring**
- **Supporting through co-regulation techniques such as relaxation techniques, wondering aloud, with empathy, what you think might be going on**
- **Collaborative resolution – “What are we going to do?” Exploring what is going to get things back on track by attuning, validating, showing empathy and judging what happens now.**

All members of Staff will recognise and celebrate appropriate behaviour around the school through informal praise **stating the name of the child and what you are praising**. Wherever appropriate, children's best efforts will be celebrated. Teachers should work on the principle of four times as much praise as sanction.

Golden Time

In each class in Key Stage One "Golden Time" has been included in the weekly curriculum time as part of our school positive behaviour policy.

Golden Time is a way of rewarding all children for good behaviour. It provides a clear consistent message that their good behaviour is valued and that they are rewarded for their efforts. The children are secure in their knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum.

Rewarding good behaviour

Adults will use a range of rewards to promote good behaviour by finding the right reward that encourages an individual child / group of children.

Rewards will include:

- verbal praise and smiles made specific to the behaviour being rewarded
- being sent to another adult for additional praise and recognition
- stickers, stars or smiley faces
- class treat when all marbles are in the jar
- class or individual certificates,
- extra time or session with specific resource/equipment
- recognition in celebration assembly
- In Year R 'Climbing the Tree to a better Me'
- Headteacher's sticker
- children to choose 'Star of the Week' in their classrooms
- sharing success at the door with parents/carers

Dealing with inappropriate behaviour

We believe children feel more secure if they understand the boundaries of acceptable behaviour and know the consequences if they overstep the boundaries.

Every class has:

- a class Code of Conduct which is devised and agreed by staff and children in September each year in KS1 and displayed in the classroom. Year R SMSC behaviours to support general behaviour in school. As a member of the Fleet Infant School community, each child is encouraged to play an active role in sustaining a respectful class environment by upholding the classroom Code of Conduct and supporting each other to do the same.
- established routines and procedures so that children are clear about what is expected of them
- a clear reward and response system understood by all adults and children and consistently applied in line with this policy
- clear expectations of acceptable behaviour during any off-site visit

It is our aim to make it clear to children **through a responsive approach** which part of their behaviour is unacceptable and stress that it is the behaviour, not the child, causing concern and displeasure. Children need to be given the opportunity to **regulate** and make amends.

We will always listen carefully to all children involved in a situation and record significant incidents.

We will deal with situations promptly, remaining calm and objective throughout.

Children are counselled carefully, and consequences of actions applied if appropriate.

All consequences will be considered carefully in relation to the individual child's behaviour after a responsive strategy has been tried.

Staff will make use of a variety of support strategies to promote appropriate behaviour e.g. visual timetables/ pictorial reminders/social stories. Staff will share expertise to support and provide professional development for other adults in school.

Use of sanctions for unacceptable behaviour

Despite positive praise and rewards and the use of responsive strategy as a means to encouraging good behaviour, it may be necessary to employ a number of consequences to support the expected behaviour and to ensure a safe and positive learning environment. As with rewards it is just as vital for consequences to be consistent. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment.

Staff will select from a wide range of strategies when responding to instances of unacceptable behaviour. Positive reinforcement and praising good role models will be used in conjunction with consequences that include:

- **tactical ignoring of behaviour** – this can be done in instances of attention seeking behaviour which does not put people or property at risk and should be accompanied by positive reinforcement where possible
- **non-verbal directions** – a non-verbal cue can be used to show recognition of what is taking place, disapproval and an expectation the behaviour will cease
- **simple directions** – a simple direction to express the intent clearly and simply without the need for long discussion
- **code of conduct or routine reminder** – reminder of expected adherence to a rule within their class code of conduct or established class routine
- **question feedback** – questioning about a child's actions in order to stop the behaviour and/or refocus the child on the task in hand
- **class-based behaviour records / charts** – each class has a behaviour chart where children can move up to silver and gold for good behaviour choices and good work.
- **Individual behaviour charts** - On occasions, there may be a need for an individual behaviour chart to reinforce positive behaviours.

Consequences/sanctions will only be used when responsive strategies have not been effective.

- Repositioning in the class
- removal of playtime privilege – wherever possible the child should be allowed five minutes playtime at the end of a period of sanction – only in exceptional circumstances should a child/group of children miss an entire playtime. Where a child has his/her playtime interrupted they must retain their entitlement to food and drink allocated at that time.
- completion of assigned work outside session time
- walking around with a member of staff at playtimes

Out of hours detention will not be used as a sanction in our school.

If the above measures are unsuccessful and unacceptable behaviour persists:

- the child/group of children may be taken/sent to another member of staff to explain his/her/their behaviour. The member of staff will decide the most appropriate sanction if required. Teachers should be mindful of the problems of accommodating additional children in our classrooms.
- if this action is necessary because of repeated poor behaviour, the class teacher may inform parents verbally

If unacceptable behaviour still persists:

- the child/group of children will be taken to the Year Leader, another Year Leader, Deputy Headteacher and finally the Headteacher at the first appropriate opportunity e.g. **a playtime**. The Headteacher will decide the most appropriate sanction and parents will be informed verbally that this action has been necessary.

Some children who have behavioural difficulties may require additional support and this will include:

- the Headteacher meeting with class teacher and parents to draw up an Individual Behaviour Plan
- regular reviews of the Behaviour Plan – frequency determined by the nature of the behaviour
- involvement of outside agencies – Educational Psychologist, Behaviour Support
- risk assessment of challenging behaviour according to guidance issued by Education Personnel Services – attached
- child specific risk assessment drawn up with staff
- consideration given to individual adult support for the child

If a child's behaviour is likely to cause disruption on an off-site activity and it is possible the health and safety of both the child and others may be at risk, the Headteacher, whilst talking to parents, may exclude the child from taking part in the activity. In this instance parents will be kept fully informed and provision will be made for the child in school on the day of the activity.

Managing Extreme Cases of Difficult Behaviour

We are very fortunate at Fleet Infant School as the children are usually very well behaved and serious behaviour problems are few. However, we do recognise that for some children behaviour can be a problem for themselves and others.

All staff should be aware of children who have been identified with particular needs and the strategies to be used.

If a pupil demonstrates seriously difficult behaviour where he/she is endangering the health and /or safety of pupils or adults the RED CARD found in each room should be sent to the office, who will ensure the Headteacher or other appropriate adult is sent to support.

As far as possible the points below should be followed for the safety of the child and other pupils and if a specific risk assessment is in place this should be followed where possible.:

- Remain calm.
- Isolate the child to avoid harm to self or others.
- Encourage the child to participate or leave the classroom or playground with an adult.

- Praise and reward if the child does as he/she is asked.
- Parents to be informed of the child's behaviour and the actions taken. A meeting should be arranged to discuss future provision.
- Any incidents should be documented.
- Use of the restrictive physical intervention when needed

Children who run away when asked to come to the teacher or adult are to be left to do so but an adult needs to keep an eye on their location. The office must be informed immediately to ensure the site is secure and the Headteacher alerted to support. The child will be supervised from a distance. Once the child has returned to the classroom or building and had a period of de-escalation with an adult, then an appropriate action will be put in place to support the child with managing their behaviour in future. The parents should be informed at the end of the school day. In the event of the child going off site the parents and the police will be informed immediately.

If during an offsite visit a pupil demonstrates unacceptable behaviour, parents will be contacted to collect the child or a senior member of staff will join the visit to be responsible for the child, for the duration of the visit.

All incidents should be fully documented with details of the incident, actions taken and the outcome. A review of provision may be necessary once it is deemed that a child is unable to access the educational provision offered at the school. All arrangements should be established with an appropriate time scale for re-integration.

In the extreme circumstances of continued misbehaviour or violence in the school the child will be suspended from school. Such a decision will only be in the event of all other strategies failing to modify a child's behaviour and will adhere to guidelines from DfE on exclusions.

Fleet Infant School will follow DfE procedures and take account of:

- The Education Act 2002 as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- The Education Act and Inspections Act 2006
- The Education Act 1996
- The Education (Provision of Full Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 and Hampshire County Council guidance:
- Exclusions Guidance for Hampshire Schools (Summer 2015)

Guidance for parents: [Exclusion | Education and learning | Hampshire County Council](#)

Child on Child Abuse

All staff are aware that children can abuse other children (child-on-child abuse) and that it can happen both inside and outside of school and online. Staff with any concerns regarding child-on-child abuse will speak to the designated safeguarding lead. Staff will challenge inappropriate behaviours between children and will not accept or down play certain behaviours e.g. boys being boys, just having a laugh.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

Bullying

At Fleet Infant School all staff have a zero-tolerance approach to bullying

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Definition -Bullying is defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.” *Department of Children, Schools and Families*

It can take a variety of forms:

- Physical.
- Online
- Prejudiced based bullying
- Discriminatory bullying
- Verbal as in name calling or personal comments.
- Social as in being excluded from a group.
- It can be planned and organised or it may be unintentional.
- It may involve individuals or groups.

Bullying is:

- Systematic and ongoing rather than one off.
- Done by the more powerful to the less powerful, rather than between equals.
- Distressing and hurtful to the victim.
- One way rather than an exchange.

Identification

As adults we need to listen carefully and observe children to try to distinguish major problems from the minor difficulties. Children display emotional problems in a variety of ways, crying, moodiness, solitary play or withdrawal. Adults should be aware of changes in patterns of behaviour which may indicate such problems. Incidents of bullying may be identified by children, parents or members of staff.

Procedure

Action against bullying should occur within a framework which reminds all pupils that bullying behaviour is unacceptable and will not be tolerated.

If incidents of bullying occur the following steps are taken.

- All incidents that occur during break or lunchtime are reported to class teacher who must log the incident and actions taken.
- The class teacher will speak in the first instance with the children and then the parents.
- If parental concerns are expressed initially to the class teacher, he/she will attempt to address them and resolve the problem, reporting back to parents on actions taken.
- The Head teacher or deputy must be informed of any concerns by the teacher or parents.
- Any incidents of bullying will be discussed in staff briefing so that everyone is able to observe the children involved and implement any agreed strategies.

- If problems are not resolved immediately, all adults who come into contact with the child will be informed. The Head teacher and class teacher will discuss the problem with the parents of victim and culprits alike and a plan created and regularly reviewed.

This procedure may be stopped at any stage depending upon the severity of the problem and the outcome of the steps taken.

Outcomes

- The child who is the bully will be asked how they can put the situation right and apologise where possible.
- If possible, the children will be reconciled.
- The child will be helped to appreciate how the victim feels because of their actions.
- Each case will be monitored to ensure repeated bullying does not take place.
- Sanctions will be used where bullying behaviour is proven.
- Parents will be informed of the outcome.

Parents [Bullying information for Parents/carers | Children and Families | Hampshire County Council](#)

Physical Intervention - please see the Restrictive Physical Intervention policy

Strategies to promote good behaviour

- **Treat all children fairly and equally**
Do not jump to conclusions about apportioning blame for poor behaviour. The children must be given the opportunity to explain their behaviour. Don't act on hearsay; only act on facts and what has been seen. Do not be influenced by children's reputations when making judgements.
- **Be friendly and approachable**
Children need to feel safe and secure and need to be able to relate to someone who is approachable and ready to listen to them. An uncaring, distant manner will stop children being open and honest with you. Try to remember to smile so that children see you as someone who is warm and friendly.
- **Give gentle reminders**
Young children often simply forget some rules and procedures. A gentle reminder is often all that is needed to correct this, remember to keep your language simple and clear.
- **Stay calm**
Try to stay calm at all times. This will help you to remain in authority and be effective. **Do not shout.** Use an agreed strategy for gaining children's attention and then speak to them in a calm, controlled manner.
- **Eye contact**
Make eye contact wherever possible.
- **Be open to conversation**
Be willing to chat to children about their news, interests and activities.
- **Give praise**
Praise is more effective than criticism so try to use praise frequently.
- **Give sticker rewards**
The school provides stickers for staff to use. Give them to praise behaviour that reflects school values and try to ensure all children are rewarded during the course of

a term. If you are using sticker rewards to support a child with poor behaviour, make sure the other children are not able to perceive this as being unfair. Children who consistently behave well can be overlooked.

- **Be fair**
Give children time to explain their actions, **once they have had time to calm down and regulate their emotions**, even if you are certain of where blame should be apportioned. All children have the right to state their point of view. Be fair if sanctions are imposed and ensure they are relevant to the behaviour. Children not involved should not be punished - there should be no further action taken for children found not to be involved.
- **Be polite**
Speak politely and respectfully to all children **in a collaborative and supporting way**.
- **Avoid confrontation**
Do not argue with a child as this undermines your authority.
- **Help a child to resolve an awkward situation**
Allow children the opportunity to explain their behaviour and to retract a statement or apologise for their actions, thereby avoiding confrontation. Accept an apology and talk to the child calmly about why the action was unacceptable.
- **Do not use sarcasm**
Do not belittle children by using sarcasm – it leads to resentment.
- **Use appropriate vocabulary**
Do not use labels such as 'naughty', 'stupid' or 'rude' to describe a child. Tell the child their behaviour is unacceptable, but refer to the behaviour, not the child.
- **Watch out for children on their own continually**
Watch out for lonely or isolated children. Talk to them, try to involve them with other children and make use of the friendship bench if in the playground. Introduce a buddy system for the child and lead circle times to reinforce how to make friends. Consider if intervention such as a social skills group, Nurture or ELSA is required.
- **Make positive comments**
Remember to praise and comment on good behaviour. If behaviour is unacceptable, try a non-verbal method first, unless the behaviour involves hurting others.
- **Children requiring individual strategies**
Be aware of the needs of children with difficulties **who may need responsive strategies more frequently to address their behaviours** and ensure you know the best way to manage their behaviour. Be open and honest with the other children, e.g. educate them to the needs of different children, and encourage them to support the other child in their behaviour.
- **Be discreet**
Deal with behaviour that is difficult discreetly in order not to humiliate.
- **Give the child responsibility**
If a child refuses to co-operate give the responsibility back to the child – provide an alternative and ask the child to choose.
- **Don't mix positive and negative comments**
Guard against spoiling positive comments by adding a negative one e.g. you've worked very hard today, why can't you do that more often
- **Resilience**

Through circle times and class discussions, teach children how to approach difficulties they may have themselves, provide them with the resilience to use strategies taught, such as 'STOP'.