

# South Farnborough Infant School

*Living and Learning in Harmony*



## Behaviour Policy

**Date of policy:** October 2025

**Date of review:** October 2026

**Person responsible:** Danielle Duffy

**Presented to staff and Governors:** October 2025

## 1. RATIONALE

At South Farnborough Infant School, we seek to develop positive learning behaviour from our pupils by creating a calm, consistent and engaging learning environment in which all children are demonstrating the school values.

## 2. PRINCIPLES

### 2.1 The School's Values

At South Farnborough Infant school, we are excited to embrace and promote our new core values: **Respect**, **Personal Best**, **Teamwork**, and **Reflectiveness**. These values serve as guiding principles for our school community, fostering an environment where every child can thrive.

- **Respect** is the cornerstone of our interactions, encouraging children to value one another's differences and contributions, creating a safe and supportive atmosphere.

- **Personal Best** represents our commitment to excellence, inspiring each individual to strive for their highest potential, both academically and personally.

- **Teamwork** is integral to our collaborative spirit, emphasising the importance of working together towards common goals. Through cooperative projects and group activities, pupils learn the value of diverse ideas and mutual support.

- **Reflectiveness** encourages an ongoing process of self-evaluation and growth, allowing pupils to learn from their experiences and become more aware of their strengths and areas for improvement.

These values are seamlessly intertwined with our **Harmony curriculum** and encapsulated in our school mission statement: ***Living and Learning in Harmony***. This holistic approach emphasises the importance of nurturing both emotional and intellectual development, ensuring that every child feels valued and inspired to contribute positively to our school community and beyond.

These are displayed in each classroom. The symbol of a tree is used to promote these values as it reflects our school ethos, and the metaphor of growth and development. The rules are actively promoted by adults through verbal reinforcement e.g.:

- Excellent listening – you are demonstrating respect, teamwork and personal best showing you are ready to learn.
- Fantastic tidying – you are being respectful towards the classroom environment.
- Well done for beautiful walking – you are demonstrating respect by moving safely around the school.

### 2.2 How positive behaviour is encouraged and promoted

At South Farnborough Infant School, we recognise that adults have a profound impact on pupils' behaviour, therefore we expect all adults at the school to encourage positive behaviour through:

- Modelling calm and consistent behaviour and effective emotional regulation
- Using language to label and validate emotions effectively

- Establishing positive relationships rooted in mutual respect
- Giving positive attention to desirable behaviour either written, verbal or through appropriate rewards such as Tree Team House Points
- Creating clear, consistent and relentless routines
- Effective classroom management
- Delivering an engaging and suitably planned curriculum
- Using the PSHE and RE curriculum to promote emotional regulation and respect
- Using Zones of Regulation to promote strategies that develop emotional regulation
- Supervising children effectively during play time


### 3. PROCEDURES

#### 3.1 Rewards and Sanctions

At South Farnborough Infant School, we recognise that young children need support to regulate their behaviour. The first action is always to reinforce positive behaviour either written verbal or through an appropriate reward. In the event a pupil is making a negative behaviour choice, we use a positive, restorative approach, in which children are encouraged to consider whether their behaviour reflects our school values. Children are given reminders about their behaviour choices, and where appropriate, sanctions may be applied - the child in question will be encouraged to reflect on their behaviour, and what they might do to put things right in future.

The behaviour system used works as follows:

Each child has a leaf with their name on which is displayed on the Tree Team charts in the classroom.

 <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; background-color: #e0f0e0; padding: 5px; width: 100px; text-align: center;">Time to reflect</div> <div style="border: 1px solid black; background-color: #e0e0f0; padding: 5px; width: 100px; text-align: center;">Make the right choice</div> </div> <p style="text-align: center; margin-top: 20px;"><b>What happened?</b>  <b>Who has been affected and how has your behaviour made them feel?</b>  <b>What needs to be done to make things right?</b></p>	<p>Children receive a tree team points for demonstrating school values. Children receive a golden leaf as a reward for demonstrating behaviour that <u>goes above and beyond</u> <b>Respect, Personal Best, teamwork and reflectiveness</b>. The leaf is displayed on their Tree Team chart and a member of SLT is informed.</p>
	<p>Children receive written or verbal reinforcement for demonstrating positive behaviours that reflect <b>Respect, Personal Best, Teamwork and Reflectiveness</b>.</p>
	<p>Children are given a short verbal reminder that their behaviour does not reflect Respect, Personal Best, Teamwork and Reflectiveness e.g. 'I am asking you to make the right choice as you are not being respectful by talking over the teacher.' Their leaf name is moved to 'make the right</p>

	<p>choice.’ If they adjust their behaviour and ‘make the right choice,’ their name leaf is returned to the tree.</p>
	<p>If their behaviour continues to not reflect <b>Respect, Personal Best, Teamwork and Reflectiveness</b>. Another short verbal reminder will be given, and they will be asked to take a 3 minute (Reception) 4 minute (Year 1) 5 minute (Year 2) ‘time to reflect’ on their behaviour choices. This should be completed with a sand timer and somewhere supervised (in their own or another room), but not isolated.</p> <p>The child/children will then be asked three restorative questions:  <b>What happened?</b>  <b>Who has been affected and how has your behaviour made them feel?</b>  <b>What needs to be done to make things right?</b></p> <p>As a result of this conversation, an adult may feel it appropriate to administer a consequence which is reasonable and proportionate to the behaviour such as: an apology, a restorative act of kindness, missing play time etc. The behaviour will be recorded on CPOMs under the ‘Behaviour’ tag and parents/carers of all parties involved regardless of outcome (whether they are responsible or not) communicated with.</p>

A child who has displayed an outstanding achievement in relation to the school values will receive a golden leaf and an opportunity to receive a Star of the Week certificate in celebration assembly.

To encourage children to work together, the class who earn the most tree team points each half term will receive the golden trophy in celebration assembly.

## 2.2 Persistent negative behaviour

We recognise that continuing disruptive behaviour may be the result of unmet educational needs, and we would explore a number of possible actions in the event of persistent disruptive behaviour. An individual behaviour log will be kept on CPOMs, to identify patterns or specific triggers of negative behaviour. The class teacher will discuss the matter with parents and the SENCo.

The following actions may then be introduced, according to need:

- Learning plans to include targeted support e.g. movement breaks, sensory activities etc
- Offering a specific support programme in school e.g. lunchtime hub. Typically, the impact would be assessed after six weeks, and next steps planned accordingly
- Placing child on SEND register and creating a learning plan with updates typically half termly
- Referral to Behaviour Support Team with parental consent
- Referral to Educational Psychologist with parental consent gathering evidence for EHC assessment

### 2.3 Extreme and sudden misbehaviour

With more severe incidents, the Assistant Headteacher or Headteacher and parents will be informed on the day.

In the event of extreme or sudden behaviour adults will follow the plan indicated in Appendix A.

The plan focuses on deescalating extreme behaviour incidents. Adults are asked to:

- Be calm but firm to ensure the safety of themselves, the child and others
- Use language calmly and minimally
- Provide a safe space for the child to release their frustration
- Validate the child's emotions

### 2.4 Serious Offences

In cases of derogatory language, racism, discrimination, physical violence, sexual violence or harassment, child on child abuse or bullying, the perpetrator will be dealt with quickly and effectively by the Assistant Headteacher or Head Teacher. The incident will be reported to the appropriate external bodies, recorded on CPOMs and the parents will be informed.

### 2.5 Fixed term and Permanent Exclusion

The Headteacher may exclude a pupil for a fixed term or permanently:

- Where behaviour occurs that is a serious breach of the school's behaviour policy.
- Where allowing the pupil/s to remain in school would be seriously detrimental to the education or welfare of the pupil or others in school
- Where a range of alternative strategies and support plans have been tried and failed. Exclusions will be arranged in accordance with the guidance given in [https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

### 2.6 Children with Special Educational Needs or Disabilities and Children with Behaviour, Emotional & Social difficulties who exhibit extreme behaviour

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may not be

appropriate or have the desired effect upon the child's behaviour. This might be because of other circumstances at home or because of medical conditions. In some cases, children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/ sanction process.

In these cases, different approaches will be necessary and 'personalised' according to the needs of the child.

A child with behavioural difficulties may need of special attention that can only be provided via the Special Educational Needs and Disabilities Coordinator under the Code of Practice. Parents would be involved in this process.

In accordance with the school's legal duties under the Equality Act 2010, reasonable adjustments to this policy will be made for children who have Special Needs or are disabled.

## 2.7 Parental involvement

We believe that all school staff together with parents share the responsibility to develop children who will participate and contribute to society in a mutually beneficial way. For this reason, the school will work closely with parents to promote positive behaviour and solve any behaviour challenges. Parental involvement is seen as vital, and support for this policy is encouraged. We expect all parties of our school community to uphold the school values and display respectful behaviour towards children and adults in and around the premises. Any extreme behaviours displayed by parents will be initially dealt with by the Headteacher and if required reported to the Chair of Governors and Local Authority.

## 2.8 Safeguarding

At South Farnborough Infant School, we understand that all behaviour is communication. In the event behaviour is suspected to signify another problem the Headteacher (DSL) will be informed immediately, and the Safeguarding Policy will be followed.

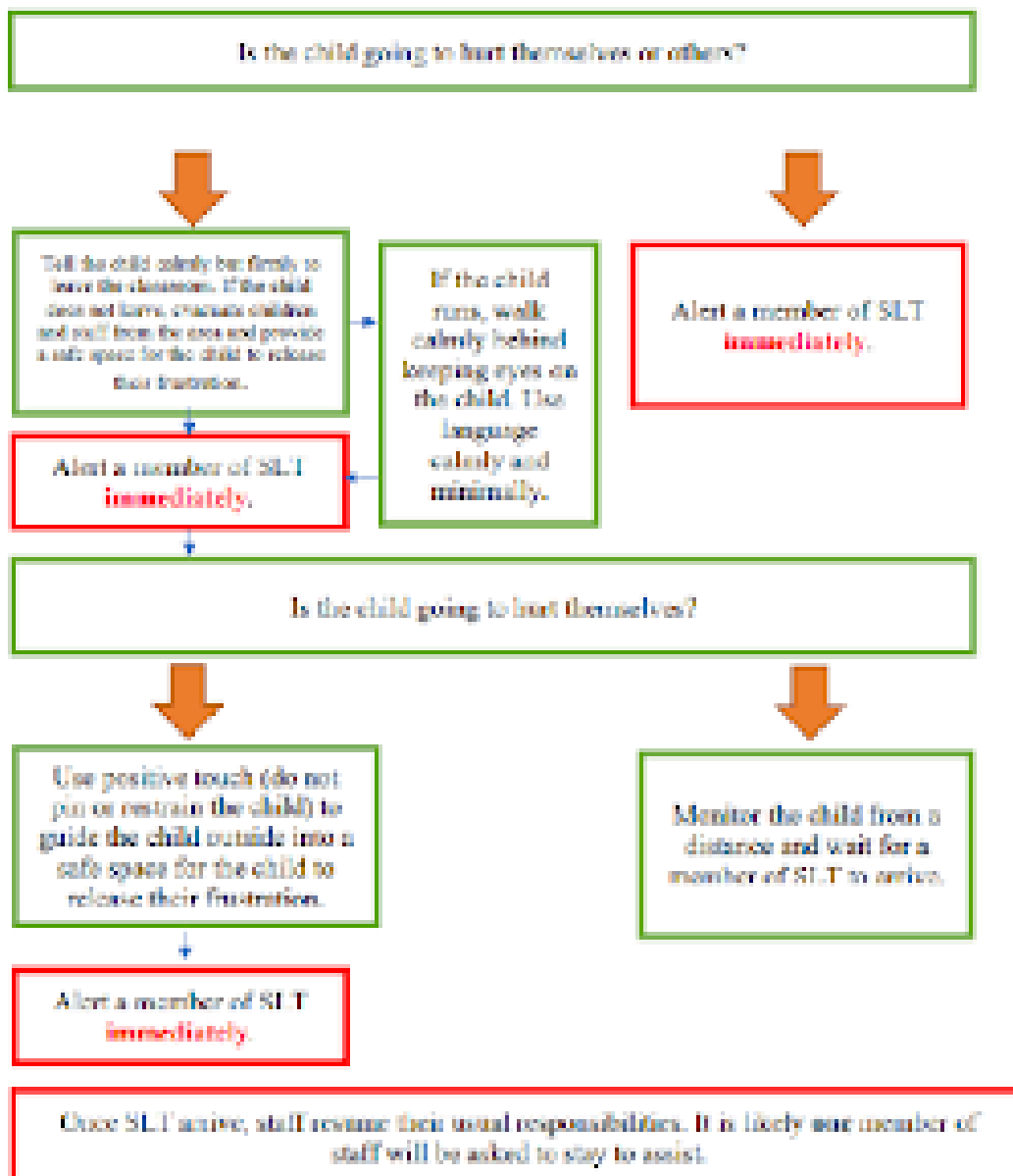
## 3. MONITORING EVALUATION AND REVIEW

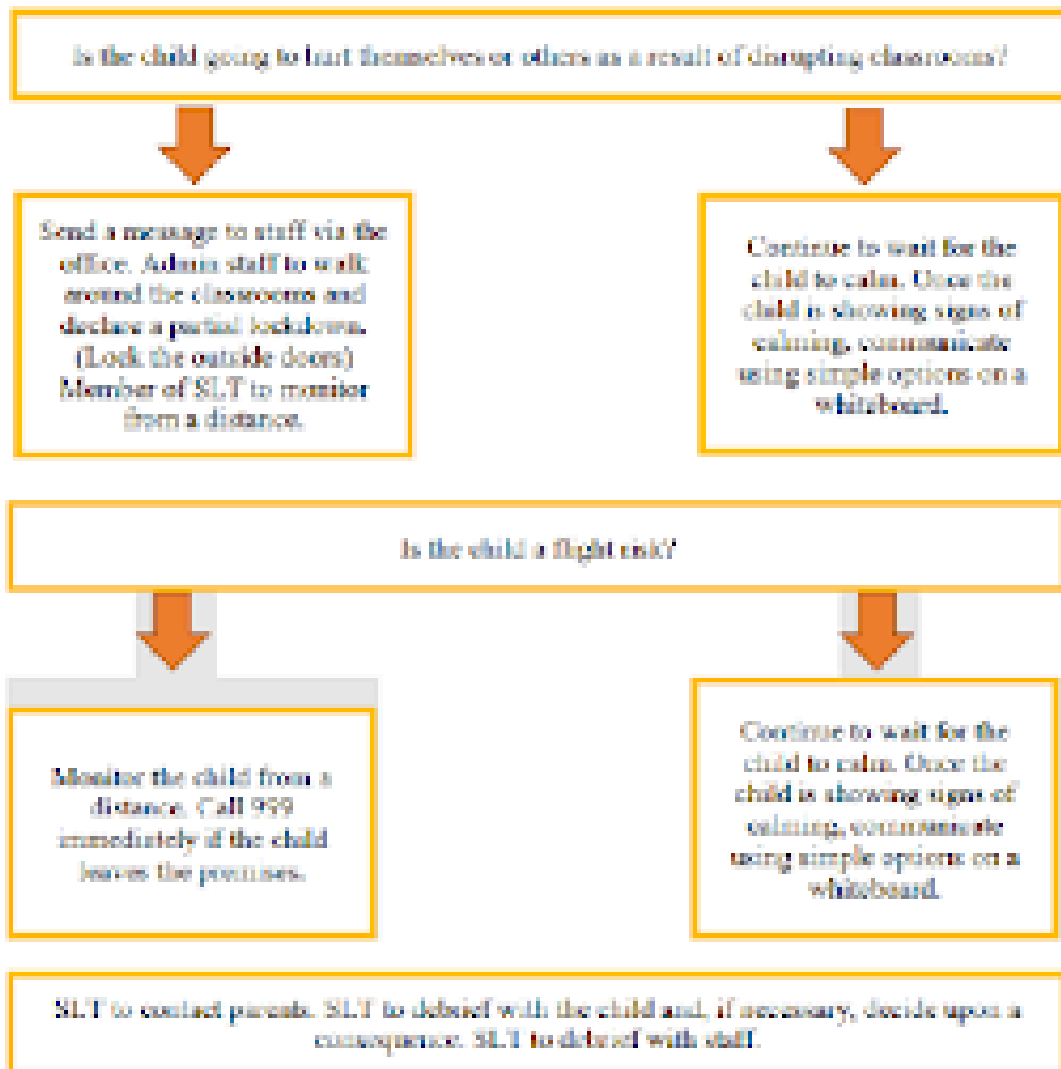
The Headteacher will monitor this policy in action. At the beginning of each academic year the policy will be evaluated and reviewed with all staff and presented to the Local Academy Board.

## APPENDIX A

### EXTREME BEHAVIOUR PROCEDURE

In the event of extremely disruptive behaviour from a child, the following procedure should be followed:





**Reactive interventions to respond to adverse outcomes** (How will we respond if the behaviour continues to escalate? If we need to touch or hold a pupil, what is the least restrictive intervention?) :

- Tell the pupil calmly but firmly to leave the classroom
- Remove others
- Maintain a clear and safe distance but continue to monitor
- Call for assistance
- Allow the pupil time and space to calm down
- Make changes to the environment to minimise the impact of the behaviour
- Clear, simple, reduced language / or no language if appropriate
- Reduce demands
- Use the least restrictive strategy for the least amount of time needed