



Behaviour and Relationships Policy

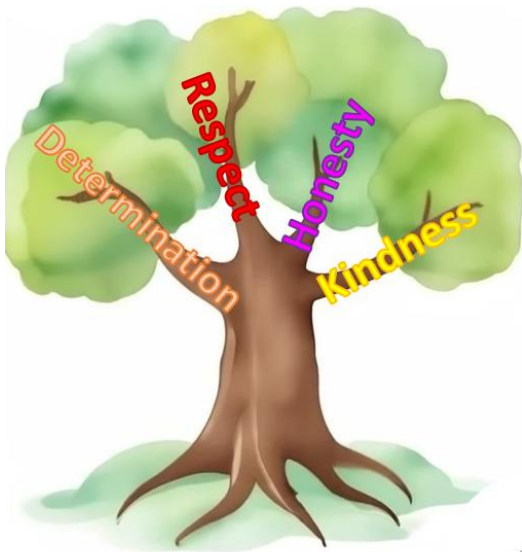
Includes Anti-Bullying

and Physical Intervention

Our Rules

Be kind and gentle
Always try your best
Take care of our school

Our Values



Last reviewed	August 2026
Review date	August 2027
Headteacher Chair of Governors	K. Pochin R. Johnson

1. Introduction

At Inglehurst Infant School, we believe a positive approach to behaviour creates a welcoming learning environment where pupils thrive. We recognise that behaviour can change, and every child has the potential to succeed. By reinforcing good behaviour, we nurture self-esteem, helping children feel confident and valued. Our ethos is rooted in being ***kind and gentle, always trying our best, and taking care of our school***. These guiding rules support our core values of **respect, kindness, honesty, and determination**. While challenges may arise, we view them as learning opportunities. When behaviour falls short, we provide guidance and appropriate sanctions that encourage reflection and improvement. By supporting pupils in making better choices, we help them grow into respectful, confident individuals who embody the spirit of our school community.

2. Aims

Our behaviour policy aims to:

- Create a safe, happy, and stimulating environment for all children.
- Encourage a culture of **respect, honesty, and kindness** among pupils and staff.
- Promote positive behaviour through clear expectations, consistent rewards, and fair consequences.
- Empower children to take responsibility for their actions, show *determination*, and develop self-discipline.
- Work collaboratively with parents to support their child's behavioural development.
- Embed the school rules: *Be kind and gentle, Always try your best, and Take care of our school*.

3. Roles, Responsibilities, and Behaviour Expectations

The school community operates on a foundation of **mutual respect, kindness, honesty, and determination**.

Pupils have the right to a safe, supportive environment and must show respect, support their peers, and take responsibility for their actions. They are encouraged to *be kind and gentle, always try their best, and take care of their school*, both in and out of the classroom.

Staff have the right to be treated with kindness and respect by pupils, parents, and colleagues, to teach without unnecessary interruptions, and to work in a safe, supportive environment. In turn, they are responsible for fostering positive relationships, modelling school values, ensuring consistency, and involving parents when necessary. Staff also provide tailored support for pupils with Special Educational Needs and Disabilities (SEND) or those who have experienced past trauma by following personalised plans.

Parents have the right to fair communication and must collaborate with the school to promote behaviour aligned with the school's rules and values.

Behaviour Principles:

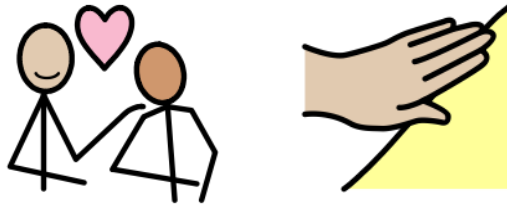
- Consistency: Staff apply the behaviour policy fairly and predictably.
- Clear Communication: Expectations are reinforced with classroom reminders and visual aids.
- Positive Behaviour Management:
 - Praise and recognition for appropriate behaviour.
 - A structured reward system celebrating achievements.
 - Stepped sanctions and restorative practices to resolve conflicts.

For further details, regarding the rights and responsibilities of pupils, staff and parents see Appendix A.



School Rules

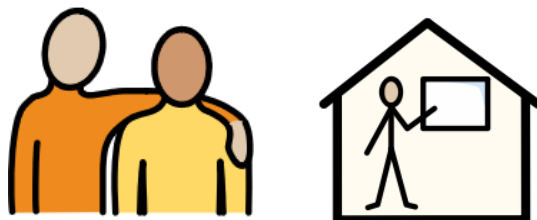
Be kind and gentle



Always try your best

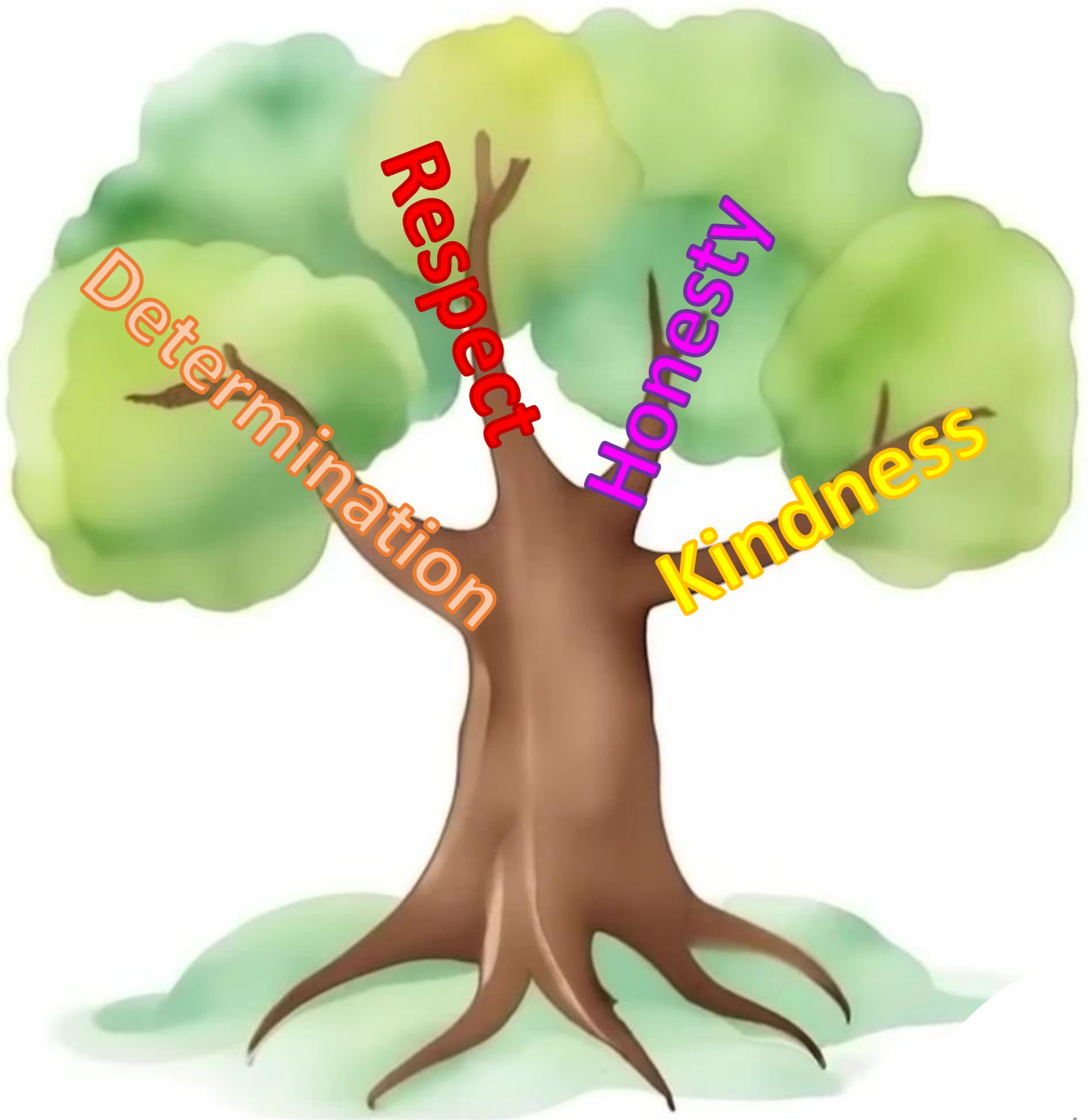


Take care of our school





Our School Values



4. Rewards

We celebrate positive choices to build confidence, motivation, and achievement. Pupils are recognised through:

Verbal praise

Staff consistently reinforce good behaviour using specific positive reinforcement. This means that children are recognised for their achievements, know what actions and behaviours have been recognised and reinforces the expectations for the other children in the room.

House Points

On admission to the school all children are placed into a one of the four house (**fire, water, earth or air**). Siblings are placed in the same house. The Houses are led by the Heads of Houses, exemplary children chosen by the year 2 teachers who are able to act as positive role models to the rest of the school. Their photos are displayed on the behaviour board. The Houses provide the children with an affiliation beyond their class and year group and help them to develop their sense of identity, pride, loyalty and teamwork.

Each child has a House Point Reward Chart displayed in the classroom. When they receive a house point a stamp is added to their chart. Each class also has a house points jar in their classroom. Children awarded a house point token put their token in the classroom jar. Their token is then recorded as a stamp on their individual reward chart.

Once a child has filled their House Point Reward Chart they receive a prize. For EYFS the total is 10 points and for KS1 the total is 20 points. Further prizes will be earned after every 10/20 points and the teacher will keep a running total and special certificates awarded to pupils who achieve 100, 200 etc. points over the course of the year.

Every week, in our Celebration Assembly, we acknowledge the House with the most House Points for that week with the house trophy. At the end of each term the children in the winning house receive a certificate and have the privilege of coming to school in their own clothes on the last day of term.

Children can earn House Points for their Houses by working hard in class, producing really good quality work, being polite and courteous, helping each other, setting a good example and displaying the school values.

Golden Book Certificates – for exceptional or sustained achievements

Each week staff have the opportunity to recognise children for a particular achievement. In Friday's assembly these children are presented with a golden book certificate and their achievement is celebrated with the rest of the school.

Special Recognition Awards

Each term one child in each class who consistently demonstrates the school values is rewarded with a small trophy that they can take home to keep.

Golden time

Every Friday afternoon for 30 minutes, our Key Stage One children have 'Golden Time'. The activities during this time are chosen by the children on a Monday morning and displayed throughout the week as a reminder of their end of week treat.

5. Sanctions

When a pupil's behaviour falls below expected standards, staff will intervene to restore a calm and safe learning environment and prevent future misbehaviour. Responses will be consistent, fair, and proportionate, ensuring pupils understand that misbehaviour is always addressed. De-escalation techniques, including pre-arranged scripts and phrases, help prevent escalation (see Appendix B & C). All pupils will be treated equitably, with contributing factors considered. When applying sanctions, staff will also explore appropriate support strategies to help pupils meet behaviour expectations. Positive reinforcement remains a key focus, with praise, timely acknowledgement of corrected behaviour, and targeted interventions to encourage improvement.

Foundation Stage

- The school rules are clearly displayed in the classroom.
- The expectations (good sitting, good looking, good listening) are displayed and referred to as needed.
- Pupils receive gentle reminders about expected behaviour.
- If the unwanted behaviour continues a verbal warning is given
- Further incidents will result in immediate time-out during continuous provision or at the end of a teaching session.

If the staff feel it is required they can implement a visual behaviour system (see appendix D)

Key Stage 1

Each classroom displays the three school rules on a rules board (appendix E), ensuring pupils understand expectations. When a rule is broken, the teachers record the child's name on the rule board to encourage awareness, with stepped time-outs and missed playtime used as reflective measures. Rule boards are cleaned at lunchtime and at the end of the day to provide a fresh start, however any remaining consequences are noted and carried over. Names in straight to red will stay on the rules board till the end of the day.

To maintain consistency, staff apply uniform behavioural sanctions across the KS1:

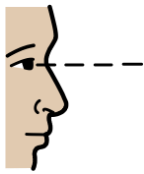
- **Acknowledge:** The adult will look at the child to show that they have noticed that they are making the wrong choice.
- **First verbal reminder:** The adult will give a verbal reminder and write the child's name/ initials on the rule board.
- **Second verbal reminder:** The adult will give a second reminder and remind the child of the school rules, then put a cross by their name
- **A Yellow Card** is issued when the child continues to make the wrong choice and results in missing 2 minutes from their golden time.
- **An Orange Card** is issued when the child continues to make the wrong choice and results in missing 5 minutes from their golden time.
- **A red card** Serious behaviours means you go straight to Red you will lose **ALL** of your Golden Time that week. A repeat red card may result in a White Report Card for one week.



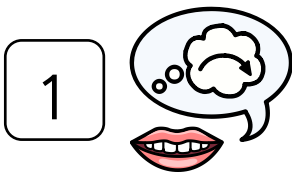
The Inglehurst Way!

Remember to show determination, be respectful, be honest and show kindness. Make the right choices at school.

If you make the wrong choice...



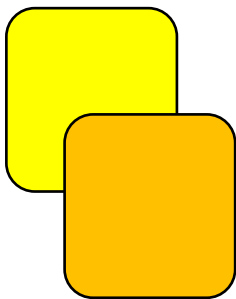
An adult may look at you to show that they have noticed you are making the wrong choice.



An adult will give you a verbal reminder – your name will be written on the rules board.

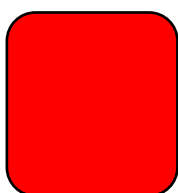


An adult will give you a second reminder and remind you of the school rules – a cross will be put next to your name



A Yellow Card means missing 2 minutes from your golden time.

An Orange Card means missing 5 minutes from your golden time.



Serious behaviour leads to an instant Red Card and loss of all Golden Time that week. More than two Red Cards in a week results in a White Report Card

Display the Inglehurst Way to earn House Points!

Yellow, Orange & Red Cards

Yellow and Orange Cards:

These cards are issued for repeated low-level disruption or minor disrespect. The cards will be logged in the class behaviour folder. If a child is repeatedly being issued with yellow and orange cards the class teacher will speak to SLT and this may result in a child being placed on a white report.

Red Cards:

Issued for serious misconduct (for example but not limited to: violence, vandalism, theft, homophobia, racism).

- Immediate referral to a member of SLT & missed break/lunchtime.
- Standard red card letter sent home.
- Golden Time revoked that week.
- Behaviour to be monitored through a white report for one week
- Incident recorded on CPOMS.
- Parents informed (letter appendix F)

School Rules Reports (See Appendix G)

- Parent/ Carers must be informed when a child is placed on a school rules report. It should also be logged on CPOMS
- Pupils on report receive brief comments which may include a happy or sad face from teachers after each session/playtime.
- They must report to a member of SLT, they will decide if the comment is **green** or **red** and record this on the report.
- Praise is given for positive behaviour and missed playtime for negative behaviour.

Levels of Report:

White Report (Initial Stage):

One week of monitoring.

- Positive behaviour earns praise; negative behaviour results in missed playtime.
- No certificates/prizes that week.
- If improvement → off report; if not → **Yellow Report**.

Yellow Report (Escalated Monitoring):

Stricter conditions.

- As above and not allowed to attend after school clubs or after school events for that half term.
- If improvement → revert to **White Report**; if not → **Red Report**.

Red Report (Final Stage):

- As above and pupils who have been on a **Red Report will not be allowed to attend trips or special events planned for that half term**.
- End of the week:
 - **If improved** → move back to **Yellow Report**.
 - **If not improved** → remain on **Red Report**.

Lunchtime Sanctions

Reminder– Given by lunchtime supervisors.

First Warning – Yellow card, child stand with the lunchtime supervisor for 2 minutes.

Second Warning – Orange card, child stand with the lunchtime supervisor for 5 minutes.

Serious behaviours – Pupils will be issued a **Red Card for Serious Incidents**

Recurrent Red Cards – pupil will move on to a school rules report

6. Physical Intervention (read in conjunction with Attenborough Learning Trust Restrictive Interventions & Use of Reasonable Force Policy)

In certain situations, staff may need to use reasonable force to restrain a pupil in order to prevent harm or significant disruption. Any use of restraint must strictly adhere to the following guidelines:

- Restraint should only be used as a last resort, when de-escalation strategies such as diversion, diffusion, and negotiation have been unsuccessful.
- Trained staff must apply the minimal necessary force for the shortest possible duration.
- The dignity and safety of all individuals involved must be maintained at all times.
- Restraint must never be used as a form of punishment.
- Any incident involving restraint must be reported to the headteacher (or, in their absence, the deputy headteacher) on the same day. Additionally, it must be documented in the electronic Physical Intervention Report (PIR), recorded in CPOMS, and communicated to parents.
- Where appropriate, pupils should have an opportunity to review the incident in an age- and stage-appropriate manner. Staff involved must also receive a debrief.
- Training in approved physical intervention methods is available, and staff are encouraged to participate. Provided by the LA SEMH team, it is renewed every two years for all staff, with new staff attending as soon as possible.

7. Suspensions and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the head teacher and only as a last resort.

8. Supporting Pupils with SEND

Recognising individual needs and circumstances allows us to act fairly—understanding that fairness does not always mean treating everyone the same. We recognise that pupils with diagnosed or undiagnosed Special Educational Needs or Disabilities (SEND) may require a different approach to behaviour management. When behaviour is affected by additional needs, an **individualised support plan** will be developed in consultation with the child (where appropriate), their parents, and relevant school staff. This plan will outline adapted strategies tailored to the pupil's specific needs.

If behavioural challenges persist, the Headteacher, Deputy Headteacher, and SENDCo will become involved to provide further guidance. Where necessary, the school will seek advice and input from external agencies to ensure pupils receive the appropriate support.

9. Post Incident Learning

When a behavioural incident has had a significant or lasting impact, a period of guided reflection may be needed to support both the child and others affected. This process helps children learn from their experiences, repair relationships, and move forward positively.

Reflection should only take place once the child is calm, regulated, and ready to engage, which may take time.

Guided Reflection Questions

To support understanding and encourage meaningful reflection, adults use our Thinking Book, which combines simple questions with visual prompts appropriate to the child's age and stage of development.

Children may be supported to reflect on an incident using questions such as:

What happened? (In your own words)

How did you feel?

What will you do next time you feel...?

Would you like to say sorry to...?

Using a consistent approach helps children develop self-awareness, emotional understanding, and responsibility for their actions. It reinforces the message that mistakes are opportunities for learning and growth, while supporting the repair of relationships and helping children make positive choices in the future

10. Bullying

Every child has the right to learn in a safe, supportive environment. Bullying is unacceptable, and staff are committed to prevention and intervention. It is persistent, intentionally harmful behaviour involving an imbalance of power, taking physical, verbal, social, or online forms. Staff foster a culture of respect and empathy, ensuring pupils and parents understand expectations.

Reporting & Response

- Pupils are encouraged to report concerns to a trusted staff member.
- Reports are investigated promptly and sensitively, with victims receiving support.
- Sanctions, in line with the behaviour policy, are applied to those responsible.
- Perpetrators are educated on the impact of their behaviour.
- Victims receive emotional check-ins after every play and lunchtime for weeks after reporting.
- Parents of both the victim and perpetrator are informed.

Prevention & Education

- Staff receive training on recognising and addressing bullying.
- Bullying is explicitly taught in PSHE lessons and addressed in anti-bullying assemblies.
- Playground monitoring ensures a safe environment.
- The school promotes open communication, encouraging pupils to speak up.

Proactive Strategies

- Pupils learn the STOP approach (*Several Times On Purpose → Start Telling Other People*).
- Whole-school initiatives raise awareness, including:
 - Anti-Bullying Week
 - Speak Out and Stay Safe (NSPCC programme)
 - Awareness events, such as Odd Socks Day
- The School Council discusses bullying as a standing agenda item, to ensure pupil voices are heard.
- All staff receive training in identification, prevention, and management, equipping them to effectively support pupils.

Reactive Strategies

- Each case is handled individually, ensuring all parties are heard.
- If bullying persists after intervention:
 - Classroom incidents follow behaviour policy strategies (e.g., rule board, removal from class, missed break/lunch).
 - Break and lunchtime incidents are managed according to behaviour policy guidelines.
 - Parents are informed via letters.
 - Acts of violence result in a red card and missed play/lunchtime.
 - Serious cases may lead to suspension or exclusion after a full review.

Parents are encouraged to discuss concerns with the class teacher or headteacher. Bullying incidents are logged and recorded in CPOMS, monitored half-termly by the Head or Deputy Head, with reports submitted to the Governing Body each term.

11. Searching, Screening and Confiscation

The school's Searching and Confiscation Policy is based on the Department for Education's guidance and ensures staff have the confidence to use their legal powers while maintaining a safe learning environment. Staff may search pupils when there are reasonable grounds to suspect possession of prohibited items, including weapons, illegal substances, or items that pose a risk to welfare.

Searches must be conducted respectfully, with consideration for the pupil's needs, including SEN or disabilities. Electronic devices may also be searched where necessary, and any illegal content will be reported to the authorities. If prohibited items are found, appropriate sanctions are applied in line with the Behaviour Policy. Parents will always be informed of any search for a prohibitive item. For full details, please refer to the separate **Searching and Confiscation Policy**.

12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

13. Monitoring Arrangements

Regular Data Review

- Behaviour incidents are recorded and tracked.
- Half-termly analysis by the Headteacher or Deputy Head to identify trends.
- Termly reports shared with the Governing Body for oversight and accountability.

Staff Training & Feedback

- **Annual training** on behaviour management strategies, with updates as needed.
- Regular staff meetings to discuss emerging concerns or review effective practices.
- Feedback collected from staff to assess policy implementation.

Pupil & Parent Engagement

- Pupil voice surveys to gather student perspectives on behaviour expectations.
- Parent feedback collected through surveys.
- Opportunities for pupils to contribute via the School Council.

Observations & Audits

- Behaviour walks by senior leaders to assess behaviour in classrooms and communal areas.
- Playground monitoring to evaluate interactions during break and lunchtime.
- Focus within termly whole school reviews to ensure policy effectiveness.

Reviewing & Updating the Policy

- Annual policy review to assess effectiveness and make necessary revisions.
- Adjustments based on data trends, staff feedback, and pupil needs.
- Consultation with relevant stakeholders, including pupils, parents, and governors

School Rules

Be kind and gentle
Always try your best
Take care of our school



School Values

Respect
Kindness
Honesty
Determination

Behaviour Blueprint

Adult Behaviour

Calm, caring, consistent and fair
First attention to best conduct
High expectations

Visible consistency

Meet and greet
Fantastic walking
Lovely lines
Whole body listening
Relentless routines

Rewards

Specific praise
House point
Visit to senior leader
Stickers
Golden time (KS1)
Prizes
Golden book certificates
School Values trophy

Restorative Questions

What happened?
How do you feel now? (Use zones of regulation)
How do you think Feels?
What can we do to make it right?
How can we do things differently next time?

Stepped Sanctions

1st Verbal reminder - name on rules board
2nd Verbal reminder - cross next to name
Yellow Card – 2 minutes from golden time
Orange Card – 5 minutes from golden time

Yellow Cards – repeated low level behaviour

- Recorded in class behaviour folder.
- Letter sent home.
- Further yellow cards - **White Report**

Red Cards – serious misconduct

- Sent to the Headteacher
- Misses break/lunchtime that day.
- Red card letter will be sent home
- Issued a white report

School Rules Reports

No certificates or prizes for that week
No Golden Time

White Report (One week)

Playtimes dependent on behaviour

Yellow Report (One week)

Do not have playtimes.

Lunch play dependent on behaviour

Red Report (Final Stage)

Do not have playtimes.

Lunch play dependent on behaviour
No trips or special treat that term

Appendix A: Rights and Responsibilities:

Pupils’ Rights	Pupils’ Responsibilities
• To be able to learn to the best of their ability. • To be treated with kindness and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly.	• To treat others with kindness and respect. • To do their best and let others learn. • To follow instructions from all staff • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
• To be treated with kindness and respect by pupils, parents and colleagues.* • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe.	• To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other. • To understand that some pupils may lash out at staff as a result of SEND or due to past traumatic experiences and it is the duty of staff to care for these children according to their personalised plans.
Parents’ Rights	Parents’ Responsibilities
• To be sure their children are treated fairly and with kindness and respect. • To know their children are safe. • To be able to raise concerns with staff and be told when their child is experiencing difficulties.	• Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. • Ensure children attend school regularly and on time. • Be aware of the strategies of the school and reinforce these at home. • Promote good behaviour, politeness, courtesy and consideration for others. • Inform the school of any concerns that may affect the behaviour of their child.

Appendix B: De-escalation techniques and Phrases

Using Language of Choice & Calming Strategies in Behaviour Management

When children display anti-social behaviour, they may be too upset to process consequences immediately. First, focus on calming the situation before addressing the behaviour.

Calming Approach:

- **Use their name** to show attention and care.
- **“I can see something is wrong”** – acknowledges feelings and reduces emotional distress.
- **“I am here to help you”** – reassures them that the goal is resolution, not punishment.
- **“Talk and I will listen”** – encourages open communication and helps prevent future issues.
- **“Come with me and we’ll talk about it”** – guides them to a calmer setting if needed.

Language of Choice in Discipline:

Instead of **demanding compliance**, offer **choices** to encourage responsibility.

- **✗** *“Stop talking or you’ll get a time out!”* → May trigger resistance.
- **☑** *“If you choose to interrupt again, you will have a time out. Think about making the right choice. Thank you!”* → Empowers decision-making while maintaining consequences.

Appendix C Structured Scripts

By using clear, structured scripts, staff help children recognise their behaviour choices, prevent conflict, and encourage responsibility.

1. Statement of Reality (Describe the behaviour)

✂ ***“Jo, you’re running in the corridor.”***

- Use a firm but calm voice to prevent defensiveness.
- Avoid asking “Why?”—focus on noticing the behaviour.
- Allow take-up time for the child to adjust.
- If they respond positively, praise them: ***“Thank you for walking.”***
- If the behaviour continues, move to Script 2.

2. Stating the Expected Behaviour

✂ ***“Jo, I need you to walk in the corridor. Thank you.”***

- Be assertive, using “I need you to...” instead of “please”.
- Reinforce with positive acknowledgement (e.g., smile, thumbs-up).
- If behaviour doesn’t change, use Script 3.

3. Language of Choice

✂ ***“Jo, you are choosing to run. If you continue, I will have to give you a time out.”***

- Stay calm while making it clear the child controls the outcome.
- Consequences must be reasonable and enforceable.
- Ignore minor secondary behaviours (e.g., muttering, stomping).
- If they correct their behaviour, praise them: ***“Well done for making the right choice.”***
- If behaviour persists, follow through with the consequence.

4. Reinforce & Depersonalise

✂ ***“Jo, at Inglehurst we respect and listen so everyone can learn.”***

- Link expectations to school values rather than making it personal.
- This reinforces consistent and fair rules.

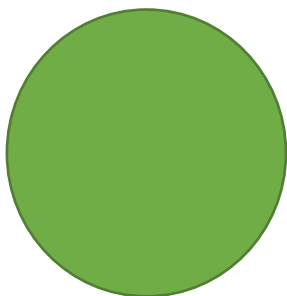
Additional Strategies

- Limited choice (***“Put the pen on the table or in the box.”***)
- Disempowering behaviour, e.g. if under the table (***“You can listen from there.”***)
- Calm de-escalation (***“Come find me when you feel ready.”***)

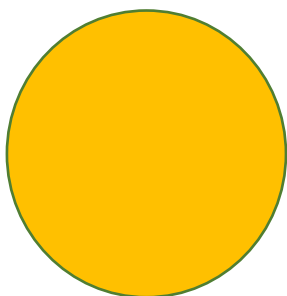
Appendix D: EYFS Rule Visual

Sanctions in the Early Years Foundation Stage

If the staff feel it is required they can implement a visual behaviour system.

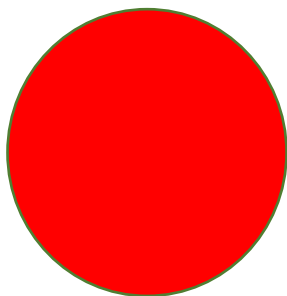


All children start with their name on the green each day. Initially the adult will look at the child to show that they have noticed that they are making the wrong choice.



First verbal reminder: The adult will give a verbal reminder and point to the child's name on the rule board.

Second verbal reminder: The adult will give a second reminder and remind the child of the school rules, then move their name to the amber and misses 2 minutes from continuous provision/outdoor learning/playtime.



If the child continues to make the wrong choice their name is moved to red and this results in missing 5 minutes from continuous provision/outdoor learning/playtime.

Serious behaviours means you go straight to red and you will have time out of the classroom.

Appendix E: Rule Board

Golden time this week is:

	Name	Warning	Yellow	Orange	Straight to red
Be kind and gentle 					
Always try your best 					
Take care of our school 					

Appendix F: Letters home

Dear Parents/Carers,

I am writing to let you know about an incident that occurred today involving your child, [Child's Name]. Unfortunately, they received a red/ yellow card for [Reason for Red or Yellow Card].

We understand that children sometimes make mistakes, and we have taken the time to discuss this incident with them. We talked about what happened and explored ways they can handle similar situations better in the future. Our goal is to support them in making positive choices and growing from this experience.

Thank you for your understanding and continued support. If you have any questions or would like to discuss this further, please feel free to contact me.

Thank you for your support.

Best regards,

Appendix G: School rules reports

School Rules Report

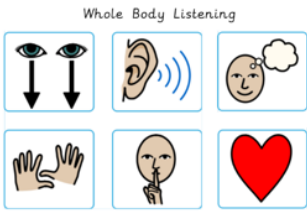


Name	
Class	
Reason for report	

You have been given this report because we need to make sure you are following the school rules.
If you follow these things, you will be able to make the right choices.



3, 2, 1 and listening



School Rules

Be kind and gentle

Always try your best

Take care of our school

I will show my report to Mrs Chester, Mrs Maher or Ms Pochin after every session.

They will check that I have been following the school rules.

If I have not made the right choices I will need to miss my playtime or some lunch time play.

I will not receive prizes or certificates this week.

If I make the right choices, I will not need a report next week

If I do not make the right choices, I will move to an amber report.

	Monday	Tuesday	Wednesday	Thursday	Friday
AM 1					
Playtime					
AM 2					
Lunchtime					
PM 1					
PM 2					