NEW MILTON INFANT SCHOOL

Behaviour and Relationships Policy 2026-2028

School name	New Milton Infant School
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Name of responsible Manager/Headteacher	Amy Wake
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Behaviour and Relationships Policy
2026-2028

This policy should be read in conjunction with our policies on Anti–bullying, PSHE, e-safety.

New Milton Infant School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our Behaviour and Relationships policy guides staff to teach self-discipline not blind compliance. It echoes our values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.

The children are taught what these mean and what behaviours are expected. These rules are explicitly taught and modelled by all members of our school community and are further explored and taught in class, assemblies and other school learning opportunities.

Be ready
✓ I am ready to learn
✓ I line up quickly for lessons and lunch
✓ I have chosen the correct resources to help me with my learning

Be respectful
✓ I listen to others and talk politely to adults and children
✓ I will look after my own, others and the school's property
✓ I am kind, helpful and care about others
✓ I use my manners when I am eating lunch in the hall
✓ I greet everyone at school with a "Happy Hello" and say a "Great Goodbye"

Be safe
✓ I listen and follow instructions from adults
✓ I walk safely when I am moving through the school
✓ I follow our internet safety rules
✓ I play safely in the playgrounds

Purpose of this policy

The policy aims to:

- Promote high standards of behaviour across the school and provide a consistent approach to effective behaviour management.

- Develop effective relationships between all members of the school community based on mutual respect.
- Promote our ‘values’ of kindness, respect, courage, responsible, trying our best
- Promote teamwork and a sense of belonging through school rules, shared consistent expectations and code of behaviour.
- Communicate the school’s values and procedures regarding behaviour to parents, staff, pupils and governors.
- Create an atmosphere of harmony and co-operation with the children.
- Encourage care and consideration for others and property.
- Ensure that our approach to behaviour management is firm, fair, and easy to understand and implement.
- Ensure that all staff understand their responsibilities in managing behaviour and following the school’s procedures appropriately.
- Promote the rights and responsibilities of pupils and staff.
- Ensure that effective teaching and learning can take place.
- Ensure lessons and play times are happy and safe

We achieve these aims in the following ways

- Establishing good relationships.
- Through a consistent approach.
- Good role models of adult behaviour - parents, teachers, support staff, governors.
- Delivering a curriculum that ensures children are well motivated.
- Using humour to help children to enjoy their work and behave well.
- Using praise.
- Good organisation of the learning environment.
- Adapting learning to meet the needs of all children
- Nurturing self-esteem – correcting the act NOT the child.
- Being aware of children's rights :-
  -to be treated fairly
  -to have their problems and complaints listened to
  -never have their time wasted.

We believe that good behaviour and positive relationships are essential in maintaining a secure, safe and happy school where effective learning can take place. We know that good behaviour and the development of personal and social skills have an enormous impact on children’s learning in all other areas. All members of staff are committed to creating a calm, consistent and safe learning environment in which each child is able to develop their skills, knowledge and talents, and experience success.

Our behaviour and relationships policy aims to encourage all members of the school community to value themselves and others and acknowledge the importance of developing positive relationships based on mutual trust and respect.

Pupils have the right to learn in a class free from disruptive behaviour, to know

what is expected of them and to receive positive recognition and support. They have the responsibility to follow school rules and not to disrupt the learning of others.

All staff have the right to work in an environment where they are treated with respect by pupils and parents, and the responsibility to effectively manage disruptive behaviour and maintain positive relationships.

In keeping with the principle of inclusion, we believe that there must be an acceptance by both staff and pupils that every child is different.

Guidelines

The Headteacher and Governing Board have a statutory responsibility to promote good behaviour and positive relationships in the school. They will be supported by all staff in discharging this function. The Behaviour and Relationships Policy will be made known throughout the school and brought to the attention of pupils, parents and staff annually by the Headteacher. See appendix 1 for summary 'Blueprint' which will be shared regularly with all stakeholders.

An agreed set of rules will be implemented to ensure the safety of children and adults and the smooth running of the school. These rules are:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

The 5 pillars of New Milton Infant School behaviour and relationships policy are:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up conversations

Celebrating consistently good behaviour

We will acknowledge and reward behaviour which goes **over and above** the expected standard and their name will go on the 'Role board in the classroom. The role model boards will look different in every class but the rules will be consistently applied across the School through: For those children who are role models that, they will join Mrs Wake, headteacher, for 15 minutes of Golden Time each week

Each member of staff will send home at least one 'positive note' each week in recognition of children's consistently good behaviour.

Steps to dealing with behaviour that is below expectation

When behaviour falls below expectations, staff use calm communication, prevention, de-escalation, positive reinforcement and reasonable adjustments before following the consistent five-step approach. Staff retain professional judgement and ensure responses are proportionate to the child's age, development, SEND and circumstances.

1. Reminder: Calmly and privately where possible remind the child of Ready, Respectful or Safe; explain what they need to do and allow time to respond.

2. Warning: Explain which behaviour continues, the impact on others and the expected change. Offer another opportunity to make the right choice; avoiding argument or negotiation.

3. Last chance: A brief, approximately 30-second intervention, preferably privately, identifying the behaviour, explaining the next consequence and recalling previous positive choices. Use 'We need you to…' language.

4. Time to reset: Provide a supervised, supportive opportunity to calm, reflect and regulate in an agreed safe space, with adult co-regulation where needed. The poster shows one minute as an initial guide, not a fixed limit: some children will need more or less time. Staff will take account of age, developmental stage, SEND, communication and individual support plans. This is not a punishment or seclusion. Children must not be confined or prevented from leaving as a routine behaviour consequence. Any formal removal from class must be a separate, proportionate decision, appropriately supervised, recorded and communicated in accordance with school procedures.

5. Repair: When the child is calm and ready, an adult will support a brief, age-appropriate restorative conversation. Questions may include: What happened? How did it affect others? What could you do differently next time? How can we put things right? An apology should be meaningful, not demanded before the child can understand or regulate. Staff will help the child repair relationships and return positively to learning.

Where deliberate behaviour causes harm or presents a significant safety risk, staff may go straight to Steps 4 and 5 when appropriate, with immediate safety and safeguarding responses taking priority. This is not automatic for every instance of disrespect; adults assess intention, development, SEND, context and risk. Steps 4 and 5 are not authorisation to use force. Any physical intervention is governed by the separate restrictive intervention requirements below.

Parents will be informed where a child is formally removed from the classroom in accordance with school procedures. The five-step sequence is illustrated in the staff and child posters in Appendices 1 and 2. Until replacement posters are issued, the more specific wording and safeguards in this policy take precedence.

Although this is a whole school approach, the language used, the length of conversations and consequences given will be adapted by staff depending on the age of the children and the specific needs of individual children.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke behaviour interventions.

For any pupil whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour further intervention will be put in place. This may include:

- Frequent and open engagement with parents.
- Providing mentoring and coaching
- Short-term behaviour plans
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

If bullying is reported, the school anti-bullying policy will be implemented.

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

- Meet and greet all children each morning.
- Refer to '**Ready, Respectful, Safe**.'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Be calm and give 'take up time' when going through the steps.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- Regularly celebrate learners whose efforts go above and beyond expectations.
- Encourage use of Positive Notes
- Ensure staff training needs are identified and targeted.

- Ensure pastoral support is in place for staff accused of misconduct.
- Regularly share good practice.
- Regularly review provision for learners who fall beyond the range of written policies.

We believe children deserve teachers who:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Are just and fair
- Have a sense of humour.

The role of parents:

Staff will reinforce the whole school approach to behaviour and relationships by building and maintaining positive relationships with parents by;

- Keeping parents updated about their children's behaviour.
- Encouraging parents to celebrate pupils' successes.
- Working in partnership with them when a child needs additional behaviour intervention support.

Children with SEND

Children with SEND, including children with communication, sensory, neurodevelopmental or social, emotional and mental health needs, may require personalised responses. Staff will consider reasonable adjustments under the Equality Act 2010, possible unmet needs, safeguarding concerns and the child's ability to understand or regulate their behaviour. Individual support plans and risk assessments will be agreed with parents and relevant professionals where appropriate. Behaviour must not be assumed to be deliberate solely because it is repeated.

Working with other agencies

Following any incident (in or out of school), the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, safeguarding procedures will be followed (see separate Safeguarding policy). Hate crimes, defined as those targeting an individual based on disability; race or ethnicity; religion or belief; sexual orientation or transgender identity will be reported to the police and Local Authority, under Prevent Duty where appropriate.

Suspensions and Permanent Exclusions

Suspension and permanent exclusion are formal statutory decisions, separate from the school's five-step behaviour sequence. The school follows the DfE

statutory guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (effective 26 July 2026).

Only the headteacher, or a person lawfully acting as headteacher, may decide to suspend or permanently exclude a pupil. Decisions must be lawful, reasonable, fair and proportionate, based on the evidence and individual circumstances, including SEND, disability, safeguarding, possible unmet needs and the school's duties under the Equality Act 2010.

Suspension may be used for serious incidents or persistent breaches of the behaviour policy. Permanent exclusion should occur only in response to a serious breach or persistent breaches of the behaviour policy AND where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Prior interventions should normally be considered, but a sufficiently serious single incident may justify exclusion. Informal or unofficial exclusions, including sending pupils home to 'cool off', are unlawful.

Suspensions must not exceed 45 school days in an academic year. The headteacher will notify parents without delay and provide the required written reasons, period, arrangements, and information about rights to make representations. The governing board and local authority, and where relevant the child's social worker and virtual school head, will be notified within statutory timescales. The governing board will consider reinstatement where required by law. For permanent exclusions, parents will be informed of the right to request an independent review following the governing board's decision not to reinstate.

The school will set and mark work during the first five school days of suspension where appropriate. For compulsory-school-age pupils suspended for more than five school days, suitable full-time education must be arranged from the sixth school day; following permanent exclusion, this duty falls to the local authority. The school will support reintegration after suspension and review any necessary adjustments or additional support. Statutory notification, education and review duties will be followed in full rather than relying solely on this summary.

1.

Recording and Monitoring

Incidents of behaviour must be logged on Behaviour Smart and reported to parents.

Incidents logged on Behaviour Smart will be monitored by the Headteacher and trends identified. These will be acted upon as appropriate and reported to the Governors regularly.

Incidents of bullying, racist or violent behaviour will be reported to the governing board termly.

Restrictive interventions, including the use of reasonable force (DfE guidance effective 1 April 2026)

The school prioritises prevention, de-escalation, positive relationships and individualised support to minimise restrictive interventions. Reasonable force may only be used where lawful, necessary and proportionate, using no more force than reasonably necessary for the shortest possible time. Force must never be used as punishment. Staff must consider the pupil's age, disability, SEND, health, communication and known risks. Physical intervention is not a routine part of the five-step behaviour response.

The governing board will ensure procedures for recording each significant use-of-force incident and reporting it to parents as soon as practicable, normally on the same day. Staff involved must make a written record as soon as practicable, ideally the same day, including what preceded the incident, prevention attempted, reasons for intervention, duration, nature of force, injuries and follow-up support. Reporting to a parent must be withheld where likely to cause significant harm to the pupil; the statutory alternative local authority reporting requirements then apply.

The school will also record and report incidents of seclusion and restraint without force in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 and DfE guidance. Seclusion must not be confused with an ordinary supervised voluntary reset. Staff will check welfare and medical needs, inform safeguarding leaders as appropriate, support pupils and staff afterwards, and review plans and risk assessments. The school's separate Physical Intervention/Restrictive Intervention Policy sets out detailed authorisation, training, recording and reporting procedures and must be read alongside this policy.

Appendix 1

New Milton Infant School
Consistent Behaviour Responses
Paul Dix-inspired five-step sequence

Be Ready | **Be Respectful** | **Be Safe**

1 Reminder

Give the child an opportunity to correct their behaviour without escalating the situation.



You could:
- Approach calmly and quietly
- Use the child's name
- Refer to the relevant school rule (Ready, Respectful or Safe)
- Explain exactly what behaviour is expected
- Allow the child time to respond

2 Warning

Make it clear that the behaviour needs to change and give the child another opportunity to make the right choice.



You could:
- Speak privately wherever possible
- Explain which behaviour is continuing
- Remind the child of the relevant rule
- Explain that continuing the behaviour will lead to the next step
- Avoid arguing or negotiating

3 Last chance
(30-second intervention)

Provide a final opportunity for the child to change their behaviour before moving to a consequence.



You could:
- Explain the behaviour you have observed
- Remind the child of the expected behaviour
- Make the next consequence clear
- Recall a previous time the child demonstrated positive behaviour
- End positively and allow the child to make the right choice

4 Time to reset

Provide an opportunity for the child to regulate their emotions, reflect and prepare to return



You could:
- Explain calmly why the reset is happening
- Direct the child to an agreed, supervised space
- Offer co-regulation if needed
- Give the child time to settle
- Support a positive return to learning

5 Repair

Help the child understand what happened, take responsibility and restore relationships.



You could:
- Wait until the child is calm
- Use simple, age-appropriate questions
- Help the child recognise how their behaviour affected others
- Explore what they could do differently next time
- Agree how to repair any harm

If there is any deliberate and intentional act of not being respectful or safe, go straight to Step 4 and 5.

I am kind • I am courageous • I am responsible • I try my best

Appendix 2

New Milton Infant School
My Behaviour Choices

Be Ready | **Be Respectful** | **Be Safe**

1 Reminder

Stop and think about your behaviour. You can make a better choice.



I can:
- Take a deep breath
- Think about what I am doing
- Make a better choice
- Be Ready, Respectful and Safe

2 Warning

This is a reminder that I need to change my behaviour.



I can:
- Stop and listen
- Think about how my behaviour is affecting others
- Choose a different behaviour
- Be Ready, Respectful and Safe

3 Last chance

This is my final opportunity to make a better choice before there is a consequence.



I can:
- Think carefully about my behaviour
- Make the right choice now
- Keep myself happy, safe and ready to learn

4 Time to reset

I will take time to calm down, reflect and get ready to try again.



I can:
- Take deep breaths
- Be calm
- Use a calm space
- Think about what happened
- Get ready to try again
- I can do this

5 Repair

I will make things right and show a positive choice.



I can:
- Say sorry if needed
- Think about a better choice for next time
- Be kind and respectful
- Move forward positively

If there is any deliberate and intentional act of not being respectful or safe, go straight to Step 4 and 5.

I am kind • I am courageous • I am responsible • I try my best