



Behaviour Policy

Contents

- 1. Introduction**
- 2. Aims**
- 3. Core Principles**
- 4. Role of School Staff**
- 5. Role of Parents**
- 6. Positive Reinforcement and Rewards**
- 7. Addressing Unwanted Behaviour**
- 8. Consequences**
- 9. Appendices:**
 - 1. Behaviour Examples**
 - 2. Behaviour Record**
 - 3. Supporting thoughts and explanations**
 - 4. Individual Behaviour Management Plan**

**Member of staff responsible
for this policy in consultation
with staff and governors:**

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**Governing Body Committee
responsible for review:**

Children & Learning

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1. Introduction

This policy was drawn up to support the emotional and learning needs of the children in our school, with our specific context in mind. It is cohesive and impacts upon all other policies. We believe that all children and adults have the right to: learn without disruption; feel safe (physically and emotionally); respect and dignity and to learn and grow as an individual.

2. Aims

At Westfields Infant School, we have high expectations of behaviour; the aim of this policy is to ensure that all staff are consistent in setting and modelling high expectations for all members of the school community by promoting a purposeful and supportive learning climate in which everyone can feel safe and thrive. We actively encourage positive behaviour where respect is paramount. We believe that the best way to encourage positive behaviour is to model our expectations consistently and to foster trusted positive relationships (between adults; between adults and children; between children and children).

We aim to:

- provide clear expectations that are supported by consistent procedures and practice;
- promote a mutually nurturing and respectful attitude between every member of the school community;
- ensure that every child is cared for, listened to and respected;
- provide a stimulating environment where the children and staff share in the pride, maintenance and responsibility of their school;
- make every day an enjoyable, memorable and worthwhile experience for all;
- provide a calm, inclusive and safe atmosphere where parents and members of our community are involved and feel of value and importance;
- encourage and support every child to always give their best and develop key personal skills (self-esteem; respect for others, resources and their environment; tolerance; motivation; resilience; communication; self-regulation; understanding of social boundaries including manners; independence; appreciation and perseverance in the face of challenge);
- value and share success on an individual, group, class and whole school basis.

This policy supports:

- The development and safeguarding of children -The Children Act 1989 (2004) and The Education Act 2002 with reference specifically to the safeguarding and promotion of the welfare of children
- The United Nations Convention on the Rights of the Child, UNICEF underpins the promotion of the rights, respect and responsibility of all members of the school community
- This policy takes account of the [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

3. Core Principles

In order to achieve these aims our Behaviour Policy is centred on a set of key principles:

- Good behaviour is the expected 'norm'.
- We notice, praise and reward when children are behaving well (e.g. engaging in learning; showing good manners; helping).
- We separate the unwanted behaviour from the child and acknowledge behaviour is a form of communication which needs to be understood, supported and addressed consistently.
- We use the language of choice, action and responsibility (linked to our Golden Rules) in a timely way.
- There is a focus on primary behaviours, even though secondary behaviours can be challenging (e.g. giggling, smirking, questioning, negative body language).
- We actively build trust and model exemplary behaviour, being consistent and fair.
- We always follow up on issues raised.
- We repair and restore relationships through mutual understanding and respect.
- Everyone understands their responsibilities and rights as an individual member of our school and the wider community.
- Parents' positive involvement in supporting all aspects of this policy is essential to promote the ethos and values of our school.
- We are sensitive to individual circumstances and needs (including unprecedented situations).

We use our Golden Rules as a basis for our policy for positive behaviour. These are on display in every classroom and other shared spaces around our school.

4. Role of School Staff

All staff are expected to:

- provide calm, purposeful, organised and stimulating classrooms where priority is given to learning;
- model and encourage exemplary behaviour at all times, making reference to our Golden Rules, aims, ethos and class charters;
- involve pupils in the setting of the 'Class Charter' as well as rewards/sanctions;
- actively engage in CPD opportunities (including regular updates);
- be consistent in dealing with all aspects of behaviour and recognition;
- plan lessons effectively to ensure inclusive provision and provide appropriate resources (support and challenge) to address individual needs;
- talk to and not at the children using an appropriate volume and tone;
- regardless of perception, before deciding on the sanction, deal with all incidents and listen to all points of view (See Appendix 1 Behaviour Examples) and, once the incident has been dealt with, complete a Behaviour Record (Appendix 2) summary on the Monthly Behaviour Overview for all significant incidents;
- seek support from senior staff when required;
- communicate with parents as required (to make them aware of an incident and/or offer support to manage behaviour eg home school communication);
- be clear about the definition of bullying and deal with any incidents effectively in accordance with the Anti-Bullying Policy because our school does not tolerate bullying of any kind;
- be aware of government guidance of the restraint of children following the school's Restrictive Physical Intervention Policy;
- confiscate, retain, dispose or return to a parent a pupil's property as a sanction, as long as this is in reasonable circumstances (see <https://www.gov.uk/government/publications/searching-screening-and-confiscation>, DfE);
- may, under the guidance of the Executive Headteacher, or Executive Deputy Headteacher, search without consent for prohibited items such as illegal items, weapons, tobacco products, fireworks, pornographic images, any article not allowed in school under general rules and guidelines, and those likely to cause injury or be used to commit an offence (see <https://www.gov.uk/government/publications/searching-screening-and-confiscation>, DfE);
- it is the responsibility of ALL members of staff to record incidents that warrant a record on documents found on the system in the Behaviour Folder. This data is included in the Executive Headteacher's termly report to governors.

The Executive Headteacher is expected to:

- It is the responsibility of the Executive Headteacher, under the school Standards and Framework Act, to implement the schools' policy consistently throughout the school, and to report through the 'Executive Headteacher's Report to Governors' on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the health, safety and welfare of all children in the school.
- The Executive Headteacher and SENCOs will ensure that appropriate school staff engage with outside agencies (eg. Primary Behaviour Support) as necessary to support the behaviour and positive engagement of children who appear to need additional support with educational or other needs.
- The Executive Headteacher (or Executive Deputy Headteacher in the absence of the EHT) has responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child in accordance with prevailing guidance from the DfE (Exclusions from maintained schools, academies and pupil referral units in England, Sept 2017) and LA.



- In cases of unacceptable behaviour and bullying which happens off the school site and which is witnessed by a staff member or reported to the school, the Executive Headteacher will inform parents of the concern raised. This may include situations when:
 - the pupil is taking part in any school-organised activity;
 - the pupil is travelling to and from school;
 - the pupil is wearing school uniform or is identifiable as being associated with the school.

Pupils may be disciplined for misbehaviour at any time that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or staff member or member of the public;
- could adversely affect the reputation of the school.

5. Role of Parents

We highly value the partnership between school and home and believe these essential relationships help to positively support the emotional and learning needs of every individual child. **These partnerships begin at the point of transition and develop throughout the child's learning journey through our school.** We expect parents to support this policy and co-operate with the school as set out in the 'Home School Partnership Agreement'. Parents are expected to support any sanctions taken by the school as a result of unacceptable behaviour. Parents who have concerns about sanctions should initially contact the class teacher. If the concern remains, they should contact the year group team leader, Assistant Headteacher, Executive Deputy Headteacher or ultimately Executive Headteacher. If these discussions (arranged at a mutually convenient time) cannot resolve the problem, a formal grievance or appeal process can be implemented and the Governing Body may become involved.

6. Positive Reinforcement and Rewards

Our principles for behaviour management are based on positive relationships and a culture of being our best selves illustrated through our Golden Rules.

We recognise the connection between behaviour and self-esteem. Subsequently we endeavour to enhance a child's self-esteem by:

- providing many opportunities for the child to succeed;
- helping the child to identify and recognise their strengths;
- setting good examples and highlighting good examples set by others;
- teaching the children positive strategies for dealing with uncomfortable, confrontational and distressing situations (linked to understanding of emotions and Jigsaw concepts);
- showing/reassuring the child that we care.

Beyond these, we highly value the importance of recognising and rewarding effort and achievement. We aim to identify opportunities to congratulate individuals, groups and the whole class/school for their efforts relating to their behaviour and achievements both in and out of the classroom.

We recognise effort and good behaviour in relation to conduct and learning by:

- commenting upon good behaviour choices and learning behaviours;
- using peer group praise (e.g. applause, marshmallow clap, thumbs up, high five);
- verbally share success with parent/s (face-to-face/telephone/ClassDojo/Open sessions/Celebration Evening);
- praising good work or behaviour using an Executive Headteacher/Executive Deputy Headteacher/Assistant Headteacher/Team Leader sticker/certificate;
- recognising success (behaviour, effort and achievement) through weekly Celebration Assemblies with certificates for 'Star of the Week' (x1 from each class);
- class rewards and incentives e.g. marbles in a jar (Year R x20, Year 1 x25, Year 2 x30), golden time/class term (approximately half termly);
- stickers;
- informing parents and inviting them to performances, Parents' Evenings and other events;

7. Addressing Unwanted Behaviour

Whatever strategies we use to encourage positive behaviour, success and high self-esteem, there may be incidents of behaviour which are unacceptable and that need to be appropriately and consistently

addressed. **We understand that behaviour is a form of communication and** make it clear to children who misbehave that it is their behaviour which is in question and not them as individuals.

In some situations, unacceptable behaviour could and should be avoided and we endeavour to minimise potential 'hot spots' in and around the school. These times/areas need to be supervised and managed as set out below:

- cloakrooms – small numbers only at the beginning and end of day and in particular when children are going to break, collecting belongings etc;
- returning to the classroom immediately after a break – ensure doors are accessible and children are supervised when entering the class;
- walking to or leaving an assembly – supervised by a member of staff;
- moving around school (including entering the lunch hall) – walking;
- toilets – one pupil from each class during lessons.

We all endeavour to get to know our children and the possible areas of conflict to which they are prone, e.g. football, change in routine or at home etc. These areas have to be taken into consideration but the behaviour is never condoned and we expect a good level of behaviour at all times.

Even under the most trying of circumstances, when dealing with a distressed child we should endeavour to:

- avoid confrontation e.g. use appropriate volume and tone;
- avoid humiliation e.g. sarcasm or belittling a child;
- remain sensitive to the child and permit them to give their perspective/side of the story;
- discuss the consequences of the behaviour, strategies to aid improvement and outline the reasons for the sanctions;
- avoid physical contact (see Restrictive Physical Intervention Policy).

Within the classroom, every child deserves the opportunity to be taught and ultimately to learn. We do not tolerate the behaviour of a child who is distracting other members of a group or the whole class. The child displaying disruptive behaviour needs to be reminded of the classroom or playground expectations and their choices.

Teachers may use non-verbal gestures (including highlighting visual behaviour cards) to correct behaviour choices and avoid unnecessary disruption.

All staff follow progressive step approach:

➤ **Level 1: verbal reminder (of expectations and/or Golden Rule)**

I notice you...this is a reminder that we need to...Now you have the chance to make a better choice (prompt)

If no change is made:

➤ **Level 2: warning**

I notice you... this is the second time I have spoken to you... Think carefully about your next choice... Do you need anything to help you?

If unwanted behaviour persists:

➤ **Level 3: Reflection Time**

Child will spend 5 minutes in another classroom to have opportunity to think about choices and then return to class and speak to staff member about next steps.

If upon return, change is made, the child continues with their day and positive changes are noted and praised to encourage and support behaviour choices.

If upon return, no change is made:

➤ **Level 4: Sanction**

It is a shame that you have not made a good choice... as a consequence you will miss some of your playtime....

After time is missed, the staff member should ensure that the child is clear about what wrong choice they have made and what they could have done differently (possibly make use of PBS visual resources) and that each session is a fresh start.

If a child reaches **Level 3 or Level 4 on 3** occasions in a five-day period, parents should be contacted to discuss any additional support measures that may be required e.g. home-school communication book or behaviour management plan.

8. Consequences

It is vital that the consequence matches the unacceptable behaviour in terms of appropriateness. We will provide purposeful activities to avoid loss of learning time. To promote consistency, we use this agreed list of sanctions in response to unacceptable behaviour:


- repositioning in the classroom (e.g. different table or shared learning space);
- removal of part or all of break time/lunch time;
- removal to another class (e.g. team leader) for an agreed period of time (max 30 mins);
- time to calm down, sitting in a senior member of staff's office;
- parents contacted and possibly requested to come into school (CT, then TL, then AHT/SENCO/EDHT, then EHT – this will depend upon the behaviour);
- rectify/fix damage caused with supervision by an adult;
- write a letter of apology;
- behaviour chart;
- home-school communication book;
- internal exclusion from usual learning environment;
- Individual Behaviour Management Plan (IBMP);
- Primary Behaviour Support referral;
- fixed term suspension;
- reduced timetable;
- attendance at The Hive or removal from the school as agreed with parents (managed move);
- permanent exclusion.

If a member of staff requires support in managing a situation involving unacceptable behaviour, they should request support from their TL, or SENCOs or AHT, EDHT, EHT. To ensure quickest response, staff should make use of radio communication of 'Red card in XXX' or send the classroom/learning space red card to Reception for a senior member of staff to attend. If the children or staff are in danger from physical harm and 2 adults are required to provide physical support (eg. where physical restraint may be required) see Physical Restraint Intervention Policy.

Some children who are not neurotypical or who may be delayed in their development, may face difficulties and struggle with making the right choices. In these instances, we aim for 'flexible consistency' with our behaviour policy and consequences to take account of this. Children who fall into this category may need additional or alternative support. Any additional support put in place will always be discussed with parents and will be regularly reviewed and adapted as required.

Appendix 1

Behaviour Examples

<u>Golden Rules and Expectations</u> Expected levels of behaviour, additional sustained and exception behaviour or improvement in behaviour	<u>Supporting all Pupils</u> Four step approach used to manage inappropriate behaviour and low level disruption.	<u>Unacceptable behaviours</u> In appropriate behaviour that is not easily managed within a classroom, dining room or playground or persistent low level disruptive behaviours	<u>Dangerous behaviours</u> Inappropriate behaviours that require SMT/SLT involvement, significant involvement of a parent, external agency referrals and agency support.
	<ul style="list-style-type: none"> • Calling out • Not following instructions • Not making an effort • Distracting others • Careless use of property • Poor language • Rudeness/disrespect • Pushing • Rough play • Unkind behaviour (including unkind words) 	<ul style="list-style-type: none"> • Refusal to co-operate • Deliberately hurting others (child on child) • Deliberate damage to property • Persistent disrespect • Swearing or verbally abusing others 	<ul style="list-style-type: none"> • Dangerous behaviours that put self or others at risk (child on child) • Leaving building or site • Significant damage to property • Significant harm to self or others • Disruption to the good order of the school

Westfields Infant School Behaviour Record



Date:	Time:	Staff Member:
Child:		Class:

Reason	
Details	
Actions	

Supporting thoughts and explanations

Actively build trust and rapport - Positive relationships are at the heart of everything we do
Celebrate positive behaviours to build self esteem
Remain calm and use an appropriate tone and volume
Separate the inappropriate behaviour from the child

Separate the inappropriate behaviour from the child

- Make the behaviour unacceptable, not the child
- Make the behaviour wrong allows for changing to better behaviour
- Linking poor behaviour to a child's identity or personality inhibits positive change
- Linking good behaviour to a child's identity builds self esteem
- Ensure as the adult, you maintain control (consider your tone of voice key to this)

Keep the focus on primary behaviours

- Primary behaviours occur first and are generally what trigger a response from the adult
- Secondary behaviours (verbal and non-verbal) are used to make the child feel better or a nervous response
- Reacting to secondary behaviours makes things worse and escalate more quickly
- Keeping the focus on primary behaviours emphasises choice and responsibility

Actively build trust and rapport

- Some children have a deficit of trust when it comes to adults
- Positive relationships are at the heart of everything you do
- Rapport involves entering the children's world and understanding their specific context
- Establishing rapport supports the notion of professional nurture
- Celebrate positive behaviour wherever and whenever you can
- People achieve far more when they are confident and trusting
- Having trust and confidence encourages you to take considered risks

Model the behaviour that you want to see

- To a child, you are the model of legitimate behaviour within the school gates
- Resolving conflict calmly is one of the most important behaviours to model
- Calmness, predictability and certainty are key skills to model
- Tone of voice is key to staying in control
- Being a good listener and giving a right of reply is a powerful skill

Always follow up on issues that count

- Always follow up on children's choice with the consequences
- Following up shows that you care and that what you say is important
- Be positive about the future behaviour when following up
- Keep the focus on the behaviour not the personality
- Give the child ownership by asking if a consequence is fair when rectifying a problem

Work to repair and restore relationships

- Catching them being good afterwards allows them a way back
- Remember that children may still be stressed or resentful
- Be prepared to allow time and repeat the attempts to be positive
- If there is no hope of a way back, relationships and achievement will suffer.

Creating the learning climate by building positive relationships

Actively Build Rapport

The process of getting to know people involves social interaction that may not directly pertain to the taught curriculum. Sharing of and showing an interest and an understanding of the child's world is essential. It happens in simple ways through learning names, greeting children in the corridor for example.

Catch them being good

Build upon assets and strengths; recognise effort and improvement; focus on assets, contributions and appreciations; acknowledge the deed rather than the doer, one of the keys to teaching and learning, giving feedback and encouragement for doing things well is crucial. Thanking children after following instructions after an activity is a powerful way of helping them make better choices about their behaviour. Always let them know what your comment is for “well done that group I see everyone sitting up and looking at me.” Because it tells them specifically what behaviours they can repeat to gain further appreciation. We will encourage the children step by step for their efforts and for little improvements, the effort, the contributions and acknowledge the effect and the difficulty in what a child does by making personal statements: ‘I like..... I appreciate...I’m impressed...’ Showing confidence in the child’s ability focusing on the difficulties of the task the child has done. Noticing improvement and effort. Keeping a lookout for contributions. Emphasising the good effects of what the child did.

Use the language of choice

As it gives feedback to children about the choices they are making, letting them know whether they are good or bad choices. ‘Susie the instruction is two at a table. I’d like you to choose to do that now- thanks’ ‘Sian, if you choose not to finish your work now, you’ll be choosing to finish it at playtime. Make a good choice and get back to work now – thanks.’ ‘I like the colours you’ve used, Lee. Great choice!’

Encouragements and Incentives

Social encouragement: giving your attention to the child, making eye contact, a smile, a thumbs up, a pat on the back, celebration of achievement and success.

Whole school strategies to creating a positive learning and thinking climate

As part of their PSHE, RE, collective worship and through the opportunities of the curriculum, children will be encouraged to take responsibility for their own behaviour and to gain an understanding and tolerance of the needs of others. Our Golden Rules capture this and should be used as a reference tool.

Useful Words and Phrases

Remember that early, non-intrusive intervention is often the best way of stopping something from starting. Physical presence and taking an interest in what is going on is a useful early step. Each one of these is a separate situation, but many of the words and phrases can be applied to lots of other situations. It is important that children understand that this is about their rights, responsibilities and relationships so that everyone can feel safe and happy and get on with learning/playing.

Being noisy in a quiet place

You have a right to use { } to help you learn, but you also have a responsibility to allow others to get on and use it too.

Are you sure that you want to be in the library/on the adventure playground etc?

Are you OK? Do you need some help with that/with something?

Remember that the library is a quiet place so that everyone can learn. Please show respect for that.

You have not shown that you can be trusted today, so you need to return to your classroom (usually after a first warning)

Children rushing/knocking into you or someone else

Are you alright? Why are you in such a rush?

I can see you’re excited, but.....

Why is it important to use walking feet around our school?

We all need to be safe. How can you help?

Spoiling games

Why do you think { } is getting upset?

What could/should you have done differently?

Are you showing respect for { }? How could you show better respect for { }?

How would you feel if it was you?

Do you think that you are helping them to have their right to feel happy and safe?

What do you need to do now to show that you are taking responsibility?

How can you put this right?

Argument beginning

Do you need some help with that/something? How can I help you with that?

What could we all do so that we can all have our right to playing together?

How can we show respect to each other?

What could we do to help us all enjoy the rest of our breaktime?

We have a right to express what we feel, but a responsibility to do it in a calm, polite way.

If I’ve made a mistake or realise I’ve got something wrong, I think a good idea is for me to apologise.

Maybe we haven’t understood what someone has said, so we need to ask them to repeat it or explain it again.

Let’s show respect by listening to each other.

Equipment

Everyone has the right to use nice equipment. Your responsibility at the moment is to return it properly so it is there for next time.

You haven’t shown respect for the equipment by doing that and that isn’t fair on everyone else who may want to use it. How can you put that right? (For repeats – You will now have to earn back the right to play with that by showing that you are responsible)

Who can be the quickest/best at showing they are responsible by returning their equipment really well?

Accepting an apology

The important thing is always to accept the apology sincerely. It is very hard for a child to apologise to an adult, especially if they have been angry about something.

Allow the child space and time that is uninterrupted by others.

A child should never feel intimidated by anyone whilst giving an apology.

Thank you for apologising. I appreciate it. That has made me feel better.

We all get things a bit wrong sometimes. Thank you for saying sorry.

What you said/did upset me/disappointed me etc, but thank you for apologising. I accept your apology.

If this is a child that says sorry a lot:

Do you understand why you are apologising? We all have a right to and your responsibility is Thank you for your apology.

Let's try to make sure it doesn't happen again so that we can all enjoy

Next time, what could you do differently?

How would you have felt if

I accept your apology. Thank you.

A child grabs another child

Let go now.

Thank you for letting go. Why did you do that? It didn't look very caring or safe and we all have a right to those things.

I understand that you were annoyed, but we all have a right to protection and to feel safe. You have broken { } right to that. What else could/should you have done?

I will speak to { } separately so that it is fair.

What is your responsibility towards ...?

What could you have done differently ...?

As a consequence of what you have done

What do you think you need to do now to show that you are taking responsibility and showing care to others?

**INDIVIDUAL BEHAVIOUR MANAGEMENT PLAN**

Name	Class	Key Staff	Date (Plan No.)
Nominated staff member to oversee plan			
Concerns raised <ul style="list-style-type: none"> • • • 			
Improvements we wish to make <ul style="list-style-type: none"> • • • 			
Support measures in place (school provision) <ul style="list-style-type: none"> • • • 			
How the pupil and parents can help... Pupil <ul style="list-style-type: none"> • Parents <ul style="list-style-type: none"> • 			
Review Date:			