

# BLACK HORSE HILL INFANT SCHOOL



## BEHAVIOUR POLICY

4<sup>th</sup> February 2025

Approved by Committee \_\_\_\_\_

19<sup>th</sup> March 2025

Approved by Full Governing Body \_\_\_\_\_

J Merrin

Signed \_\_\_\_\_ (Vice-Chair)

J Morris

Signed \_\_\_\_\_ (Headteacher)

## **Learning for Life**



### **School Vision**

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

### **School Aims**

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, ambitious, coherent curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

### **School Values**

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Resilience
- Friendship
- Courtesy

## **Contents:**

### **Statement of intent**

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Managing behaviour
6. Prevention strategies, interventions, and sanctions for unacceptable behaviour
7. Effective Classroom management
8. Playground Behaviour
9. Data collection and behaviour evaluation
10. Monitoring and review

### **Appendices**

- A. Ladder of Consequences
- B. Playground Behaviour Record
- C. Behaviour Contract
- D. Behaviour Incident Form
- E. Behaviour Management Observations Review Form

## Statement of intent

Black Horse Hill Infant School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Having clear rules in place in classrooms, in corridors, in the playground and in the lunch hall.
- Golden Rules are clear and simple for the children to understand.
- Consistently, promoting and praising desired behaviour.
- Positive reinforcement
- Use of non-verbal management strategies
- Communicating clearly and calmly to the pupil why their behaviour is not acceptable.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour by Golden Time, Behaviour Lottery, assembly awards, Luncheon table.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach, which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the personal development curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

## **2. Roles and responsibilities**

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENDCo will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management, collaborating with the governing board, headteacher as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.  
The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature



- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Lack of respect for adults

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

#### **4. Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

#### **5. Managing behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Moving a pupil away from a distraction
- Verbal re-focus by adult

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- The headteacher/SLT member investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the headteacher/SLT member deems the incident to be unacceptable behaviour, they will record the incident, and decide on the necessary consequence.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the headteacher/SLT will determine the period the pupil will be removed from the classroom and the where the pupil will remain for this period for example SLT office or another class.
- The headteacher/SLT member lead will inform the pupil's parents about the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties support will be put in place.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following incidents of unacceptable behaviour, the following sanctions will be implemented:

## **GOLDEN RULES**

The assertive discipline / behaviour management system is based on the following Golden Rules. All classes will have a copy of these rules displayed in the classroom. They will also be displayed around the school. The GOLDEN RULES- will fit into all individualised class rules which are negotiated with the children at the beginning of the school year. The teachers and teaching assistants will be consistent when using the 'rules' of the classroom and the Golden Rules so that the children know exactly what is expected of them

### **Golden Rules**

- ❖ Be Safe
- ❖ Be Kind
- ❖ Work Hard

## **SANCTIONS**

### **REMOVAL OF GOLDEN COINS**

All teachers have a 'treasure chest' display in the classrooms and in the chest are detachable gold-paper coins representing every child in the class. If a child's coin remains in the "treasure chest" all week they have the chance to win a prize in Celebration Assembly. If a child does not follow the rules, then his/her coin is removed from the chest. A child who has a coin removed will miss part or in some cases all of Golden Time (see Ladder of consequences below)

### **Ladder of consequences**

First time a child breaks a rule:	Verbal warning" You are not making a good choice..... I need you to....."
Second time:	Final Verbal warning .
Third time:	Time away from class / group (1 minute, 3 minutes or 5 minutes)
Fourth time	Removal of Golden Coin, loss of golden time and note home to parents/carers. A record of notes home will be kept by the class teacher.
Fifth time:	Child to be sent to another class or to the Headteacher/Deputy

At any point in the above ladder the child can be sent to the Headteacher or Deputy for  
**SEVERE DISRUPTION OR BEHAVIOUR**

## **TRACKING BEHAVIOUR**

Teachers will record the names of children who persistently lose some or all of their Golden time. Letters will also be sent home to parents/carers informing them that their child has moved their Golden Coin and the reason why will be made clear. This may result in those children missing part of the end of term treats, or spending their Golden time in the Headteacher's office.

Behaviour incidents will be recorded on CPOMs.

### **Individual Behaviour Booklets for children who break the rules on a daily / regular basis**

Children who persistently break the rules will be sent to the Headteacher. The teacher will inform parents/carers of any problems and work with them to improve their child's behaviour. In some cases an individual behaviour booklet will be provided.

Children with Emotional and Behavioural difficulties will be supported by the school's SENDCo, Learning Mentor and outside agencies (Gilbrook Behaviour support, Educational Psychologists). Additional behaviour strategies may be used to support individual pupils.

Any child who puts his/her own safety at risk or that of other children will be sent immediately to the Headteacher, where he / she will stay until calmness returns. In exceptional cases, the head will decide whether to exclude the child for the remainder of the day.

Disruptive, anti-social conduct is more serious and rarely arises in the classrooms when the children are presented with interesting, challenging work suitable to their age and aptitude. Disruptive anti-social behaviour includes bullying and intimidation, fighting, stealing, truancy, vandalism, insolence, swearing, refusal to follow rules and conduct which causes a danger to the child or other children or staff in school and conduct which disrupts the education of other children.

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

## **FIXED TERM AND PERMANENT EXCLUSIONS**

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed term exclusion into a permanent exclusion.

### **FIXED TERM EXCLUSIONS**

Should incidents occur to warrant fixed term exclusion the Headteacher must inform the parents in writing of the length and type of exclusion and of their right to make representation to the governors Pupil Discipline committee. A fixed term exclusion is a serious issue and will

be made if a child is repeatedly defiant, verbally abusive, harms another person or is involved in activities that can be identified as bullying.

### **PERMANENT EXCLUSIONS:**

A child will only be excluded from school as a last resort but severe offences can result in an automatic exclusion. A pupil may be permanently excluded if:

- ❖ Serious or persistent breaches of the school behaviour policy
- ❖ They have been seriously or persistently badly behaved which is having an impact upon the education of other pupils.
- ❖ They would seriously harm the education and welfare of themselves or other pupils if they stayed in school.
- ❖ A pupil may be automatically excluded after incidents such as serious actual or threatened violence or assault towards a member of staff or another pupil.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## **6. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents,
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. walking in corridors, lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding adhd, autism and other conditions

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

### **Physical intervention**

In line with the school's Positive Handling Policy, staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- An appropriate area of the school e.g. outside the classroom, HT's Office
- Another classroom
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

## **7. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.



- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

### **Classroom rules and routines**

#### **(See good behaviour prompt)**

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines (good learning behaviour prompts) at the beginning of the academic year and revisit these at the beginning of each lesson. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

## The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

## Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise

- Communicating praise to parents
- Certificates, trophies and special assemblies
- Positions of responsibility, e.g. School parliament, Play Leaders
- Trips and activities for a whole-class or year group

## 8. Playtime Behaviour

During playtime, any child who is not following the playground rules or behaving inappropriately will be given a verbal warning. Their name will be recorded on the Amber traffic light in the playground.

The member of staff will record the reason why the child has been given a warning on the clipboard.

If the child continues to demonstrate inappropriate playground behaviour they will be given a second warning and a tick will be placed next to their name indicating a second warning has been given. This will also be recorded on the staff clipboard.

If a child behaves inappropriately for a third time their name will be placed on the red traffic light and they will have to miss the remainder of their playtimes and sit in the time out zone which is located near the Year 1 door.

If the behaviour is of an aggressive nature the child may go straight to red and have time out from the playground by sitting on a chair in the playground

Sometimes a member of staff may feel it is more beneficial for the child to hold the hand of a grown up to provide an opportunity for reflection.

Severe behaviour – children to be sent in immediately and a senior member of staff will deal with the incident.

Inappropriate playground behaviour/rules:

- ☐ Not playing with the playground toys appropriately.
- ☐ Not sharing equipment.
- ☐ Climbing trees
- ☐ Causing damage to the trees.
- ☐ Playing in the mud.
- ☐ Not putting milk cartons in the bin.
- ☐ Pushing other children
- ☐ Hitting/Violence towards other children
- ☐ Saying unkind words to others.

- ☐ Not responding to the teacher's instructions.
- ☐ Violence towards school staff
- ☐ Answering back
- ☐ Swearing (if persistent, parents/carers must be informed)
- ☐ Using language in an aggressive manner
- ☐ Spitting

The above is not an exhaustive list.

## **LUNCHTIME PROCEDURES**

### **PROCEDURES FOR SUPERVISORY ASSISTANTS – (Refer to the staff handbook)**

Duty staff must be in the playground before the children are allowed out. As all the children have the opportunity to go to the toilet before lunchtime, there should be no need for children to enter the school during lunchtime. The children are encouraged to play with the playground games and choose an area of the playground to play in. The children may play on the grass if given permission to do so by the senior supervisory assistant. Active Playgrounds sessions are led by a sports coach and playground leaders (Year 2 children). At the end of playtime, the duty teacher will ring the bell, following the end of play procedures as stated above.

#### **Lunchtime sanctions**

The Midday Assistants will follow the playtime procedure as outlined above. Middays will record any warnings given on the clipboard.

## **9. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

## **10. Monitoring and review**

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is spring term 2026.

## Appendices

### A. Ladder of Consequences

This is a daily ladder of consequences. Each day is a new day and the first step on the ladder begins again.

First time a child breaks a rule:	Verbal warning- "You are not making a good choice... I need you to....."
Second time:	Final Verbal warning
Third time:	Time away from class / group (1 minute, 3 minutes or 5 minutes)
Fourth time	Removal of Golden Coin, loss of golden time and note home to parents/carers. A record of notes home will be kept by the class teacher.
Fifth time:	Child to be sent to another class or to the Headteacher/Deputy

At any point in the above ladder the child can be sent to the Headteacher or deputy for  
**SEVERE DISRUPTION.**

## B. Playground Behaviour Record

Week beginning:.....

Procedure:

1. Give child a warning and record name on amber traffic light. Discuss with child why their behaviour is unacceptable.
2. If child receives a second warning a tick is placed by their name. Discuss with child why their behaviour is unacceptable.
3. If a child is spoken to for a third time their name will be placed on the red traffic light and they will miss the remainder of the playtimes that day.

	Brief description of incident	Name / Class
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

## C. Behaviour Contract

### Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: \_\_\_\_\_ Date: \_\_\_\_\_

#### My goals



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



**To prevent my challenging behaviour, I can:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



**When I demonstrate challenging behaviour, you can help me by:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



**These are the consequences if I don't meet my goals:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**These are the rewards if I meet my goals:**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_


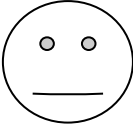

My contract will be reviewed on **date**

Pupil signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

Date: _____ Day _____			
8.50-10.30			
10.30-10.45 Play Time			
10.45-12.00			
12.00-1.00 Lunch			
1.00-2.15			
2.15-2.30 Play Time			
2.30-3.05			
Comments			

Date: _____ Day: _____			
8.50-10.30			
10.30-10.45 Play Time			
10.45-12.00			
12.00-1.00 Lunch			
1.00-2.15			
2.15-2.30 Play Time			
2.30-3.05			

## D. Behaviour Incident Form

Name of pupil		Year group	
Date		Time	
Location of observation		Name of staff member	

<b>Before the incident: what led to the behaviour?</b>
<b>During the incident: what did the pupil do?</b>
<b>After the incident: what were the consequences of this behaviour?</b>


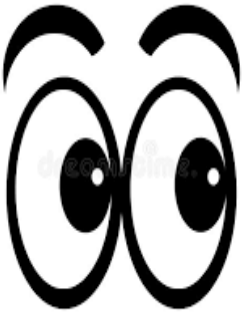


<b>Additional comments</b>

## E. Behaviour Management Observations Review Form

Name of pupil		Year group	
Name of key worker		Date	

<b>Do there appear to be any patterns triggering the pupil's behaviour?</b>
<b>Are our existing management systems effective?</b>
<b>What achievable targets could we implement for the pupil to work towards?</b>
<b>What are the pupil's strengths?</b>
<b>What strategies could we implement to help the pupil achieve their targets?</b>

<b>Additional comments</b>

			
Body calm and still	Eyes looking	Ears listening	Talking at the right time

**F. Good Learning Behaviour Visual Prompt**