



**Behaviour Policy
&
Statement of Behaviour Principles**

Agreed

Local Governing Body

Date

November 2023

Next Review Due By

November 2024

Aims

This policy aims to:

- Provide a consistent approach to behaviour management to create a safe environment where children can learn and reach their full potential
- Define what we consider to be inappropriate and/or unacceptable behaviour and this includes bullying
- Outline the behaviour expectations
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and strategies for managing inappropriate and/or unacceptable behaviour

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Written Statement of Behaviour Principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, strategies and the use of positive handling and physical intervention (reasonable force) are used consistently by staff, in line with the behaviour policy and the positive handling and physical intervention policy
- The behaviour policy is understood by children and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Children are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and children's home life

Definitions

At Stoughton Infants we recognise that all behaviour is a form of communication. We aim to create an environment that encourages and reinforces positive behaviour. We acknowledge that for children to grow and develop into good citizens they need to be taught what good behaviour looks like. We aim to help each child to understand their emotions, express them appropriately and be responsible for their own behaviour. It is important that all members of the school model this for the children. Good behaviour, good manners, courtesy and respect for rules and each other is actively encouraged at all times and there is a supportive atmosphere where staff, parents and children can express problems and devise effective strategies together.

Statement of Approach

We believe that the best behaviour in children is promoted by:

- Having consistent expectations that all adults model to the children
- Empowering children to make positive choices
- Encouraging children to take responsibility for their actions and learn from mistakes
- Encouraging children to care for the school environment
- Encouraging children to care for each other's belongings
- Diffusing confrontations and meltdowns
- Being optimistic about children
- Being good humoured and trusting
- Taking care in the use of labels i.e. 'disruptive', 'anxious', 'aggressive' as these are non-specific. Always describe the context of the behaviour which causes concern. Labels can imply a permanent condition and become self-fulfilling prophecies.
- Being aware that learning difficulties may be at the root of behavioural difficulties. Identify difficulties early, seek diagnosis and provide support.
- Being well informed about, and sensitive to children's culture and their religious beliefs and their implications for conduct and behaviour.
- Having robust PSHE, SMSC and British Values education which fosters respect, understanding and enjoyment of different customs and cultures.
- Communicating relevant information to all adults involved in managing the child's behaviour.
- Ensuring that all staff are aware of avenues of support. E.g. Freemantles outreach support, Behaviour Support Service, CAMHS, Learning and Language Support, Educational Psychology and the Home School Link Worker

The Stoughton Way

- Follow our school rules of **Be Kind, Be Polite and Be Positive**
- Demonstrate our school values of **positivity, courage, perseverance, love and nurture**
- When moving around the school demonstrate Wonderful Walking and Whispering

Rewards

Positive behaviour will be rewarded with:

- Praise
- Stickers
- Class rewards
- Stoughton Superstar certificates
- Showing their work to other members of staff
- Sending work home to show their family
- Special responsibilities/privileges

Behaviour Toolkit - Strategies

The school may use one or more of the following strategies in response to unacceptable or inappropriate behaviour:

- A quick discussion with an adult
- A quick discussion with an adult outside the classroom
- Following a discussion, some reflection time – sitting on the nearest bench, carpet spot, chair or holding an adult’s hand for a short while
- A quick discussion at the beginning of break, lunch or golden time
- Communication with parents

Further Strategies:

- Giving children responsibility
- Distracting children
- Giving choices
- Giving clear expectations
- Ignoring the inappropriate/unacceptable behaviour and praising the good
- Movement breaks
- Sensory Circuits
- Visit to the Calm Zone

The member of staff who witnessed the unacceptable or inappropriate behaviour must be the adult who manages the incident from start to finish.

Respite

It is recognised that sometimes a short time of respite may be required. It is important that this is communicated in a positive manner with the child. For example, *“I just need a couple of minutes whilst I think how I can make this better for us. I’ll be back to get you very soon.”* The member of staff who is providing respite is not dealing with the inappropriate or unacceptable behaviour.

How we talk to children

When talking to children adults must get down to their level and approach them from the side.

Staff will use sentence starters such as those below when talking to the children.

1. I can see that you are.....
2. I wonder what has caused this.....
3. I believe that you can

Inappropriate or Unacceptable behaviour is defined as:

- Disruption in lessons, communal areas such as the corridors and toilets, and at break and lunchtimes
- Defiance
- Rudeness

- Inappropriate talk
- Non-engagement with learning
- Poor attitude

More Serious Inappropriate or Unacceptable behaviour is defined as:

- Repeated breaches of the behaviours listed above
- Any form of bullying
- Swearing
- Vandalism
- Theft
- Physical Assault
- Racist, sexist, homophobic or discriminatory behaviour
- Child-on-child abuse
- Possession of any prohibited items (although unlikely) such as:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article that a staff member feels may be used to cause injury or damage to property.

Searching Children's possessions

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Possessions means any items that the child has or appears to have control of, including:

- Rucksacks
- Book bags
- Trays

A child's possessions can be searched for any item if the child agrees to the search. If the child does not agree to the search, staff can still carry out a search for prohibited items. An authorised member of staff can search a child's possessions when the child and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please refer to our Anti-Bullying policy for more information and also our child friendly Anti-Bullying policy.

Reasonable Force

In some rare circumstances when all other strategies have been exhausted, staff may use reasonable force to move a child to prevent them (see positive handling and physical intervention policy):

- Hurting themselves or others
- Causing disorder
- Damaging property

Incidents of reasonable force must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded in the physical restraint folder and then reported to parents

Guidance is linked on page 2 of this policy and must be adhered to

Supporting Children

Following a sanction, the school will consider strategies to help the child to understand how to improve their behaviour and meet the expectations of the school. This will involve having a restorative dialogue with the child to assist them in reflecting on and comprehending their behaviour.

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the children.

The school's Inclusion Leader will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and professionals and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Transitions

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings and this includes meetings with local pre-school providers. The school will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure behaviour is continually monitored and the right support is in place, information related to children behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection.

We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Roles and Responsibilities

The Governing Body

The Local Governing Body is responsible for reviewing and approving the written statement of behaviour principles. The Local Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Local Governing Body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate or unacceptable behaviour, and will monitor how staff implement this policy to ensure rewards and strategies are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and our expectations
- Providing a personalised approach to the specific behavioural needs of particular children, e.g. those children with a behaviour support plan
- Recording serious misbehaviours onto CPOMS
- Communicating open and honestly with parents and carers
- The senior leadership team will support staff in responding to behaviour incidents

Parents

Parents are expected to:

- Support their child in adhering to the 'The Stoughton Way'
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school staff promptly

Off-site behaviour

Strategies may be applied where a child has misbehaved off-site when representing the school, such as on a school trip or on the journey to or from school.

Malicious Allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the children in accordance with this policy.

Please refer to our procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Develop a positive relationship with children, which may include:
 - Greeting children in the morning, after breaks and at the start of activities

- Establishing clear routines
- Clearly communicating expectations of behaviour
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Using strategies indicated in this policy

Training

Behaviour management will also form part of continuing professional development.

Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and the Local Governing Body. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles will be reviewed and approved by the Local Governing Body annually.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying policy, including the child friendly version
- Whistle Blowing policy
- Positive Handling and Physical Intervention policy
- Managing Allegations Against Staff