

*Respectful, Kind, Curious and Ambitious*

# Behaviour Policy

Date policy last reviewed: September 2025

Signed by:

J Roberts

Headteacher

Date: 30/9/25

A Jenkins

Chair of governors

Date: 30/09/25

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### **MAIDENBOWER INFANT SCHOOL CHILD PROTECTION STATEMENT**

The Governing Body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors have a full and active part to play in protecting our pupils from harm and that the child's welfare is our paramount concern.

All staff members believe that our school should provide a caring, positive, safe and stimulating learning environment that promotes the social, moral, spiritual and cultural development of the individual child.

#### **RATIONALE**

Inherent in the aims of the school is the understanding that members of the school community will behave in such a way that will enable:

- The development of a happy, peaceful, caring and secure environment;
- Successful learning for each child;
- The development of cooperation, mutual respect, positive values and attitudes towards one another and an appreciation of the wider world;
- The creation of an atmosphere where each person's contribution is valued;
- The promotion of the social and personal growth of each child and their wellbeing;
- A developing understanding of rights and responsibilities.

The way in which children behave is influenced by every aspect of home and school life, therefore the climate and relationships are of the utmost importance in building positive behaviour patterns. It is essential that there is a strong commitment to good behaviour for effective learning and teaching to take place. This commitment will be reflected in a common purpose, consistent practice and constant vigilance and will be based on a quiet but firm insistence on high standards of behaviour at all times.

Children feel secure when they know exactly what is expected of them and why. Therefore, it is vital that this policy is communicated to the children at their level and that its main points are reinforced regularly.

We all need to understand that living and working together requires certain expectations which must be adhered to. The reasons for this must be fully understood.

We should:

- Be considerate, polite, cooperative and thoughtful towards others at all times;

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- Take care of the school buildings, grounds, furniture and equipment;
- Expect to give and receive respect;
- Recognise school safety rules and understand the need for keeping them at all times;
- Follow our school values;

Good behaviour arises from the pattern and order of the school so that most children either maintain positive behaviour patterns or are able to moderate their behaviour for themselves.

### **PRINCIPLES**

At Maidenbower Infant School we believe that positive behaviour will develop if:

- There is a positive attitude based on a sense of community and shared values;
- The principles are shared with the children so that they know what is expected of them and why;
- The children are valued and encouraged in a positive manner;
- All members of the school community recognise that they have a part to play and are committed to developing good behaviour;
- There is a consistent approach throughout the school;
- Parents are involved in the school community and understand the principles and aims of the school. The policy is communicated to the parents via our website and any clubs (including the after school club) connected to the school;
- The development of self-esteem, self awareness and independence are encouraged;
- There is a pattern and order to school life;
- Children are encouraged to take responsibility and behave in a responsible manner;
- Children's achievements (both in and out of school, academic and otherwise) are recognised and celebrated;
- The children's individual needs are recognised and catered for;
- The quality of friendship is characterised by mutual respect, valuing each other and a willingness to listen and understand.

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### **GOOD BEHAVIOUR IN PRACTICE**

#### **1. Organisation**

- The classrooms will be well planned with clear routines and systems.
- The atmosphere will be calm and purposeful.
- Materials and equipment will be accessible to the children, and they will be trained to set up activities and to tidy away.
- In order to encourage good behaviour staff will:
  - Agree procedures within each unit;
  - Establish classroom routines which enable the children to organise themselves.
  - Display and discuss the fundament of British Values.
  - Make behavior expectations clear for transition times.
  - Follow individual behaviour plans.

#### **Rewards system**

- Positive verbal praise.
- Class Dojo for which children will be awarded dojos for positive behavior and learning choices.
- Well done certificates presented in celebration assembly.
- Achievements outside of school shared in assemblies.
- Taking on responsibilities e.g. playground angels and school council.
- Positive communication with parents.
- Visiting a member of SLT to celebrate the achievement.
- Visit the Headteacher for a Headteacher's award

#### **2. Behaviour Management Skills**

Staff need to be skilled at:

- Encouraging and praising positive behavior;
- Preempting and spotting potential disruptive behaviour in the making and diverting and deescalating it;
- Making clear that it is the behaviour they disapprove of – not the child;
- Understanding how children react to each other and adults;
- Avoiding sarcasm, threats, loud reprimands, aggressive reactions, humiliation and confrontations;
- Grouping children appropriately;
- Following behaviour plans;
- Being proactive not reactive to situations;

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### **3. The Curriculum**

Each child has different needs which must be considered at all times. The curriculum will be of relevance, be challenging and of interest, leading to the all-round growth of each child and meeting needs of all children.

To encourage good behaviour staff will:

- Plan collaboratively at termly and weekly levels, activities which are stimulating and meaningful to the children;
- Adapt tasks to meet individual needs;
- Give very clear instructions to the children, using chunking or visual aids;
- Talk to the rest of the class if there is a need for special adaptations to be made for an individual and enlist their help (possibly while the child is out of the room);
- Allow a child who has demonstrated poor behaviour to have a clean slate;
- Allow the child to express their own feelings about a situation;
- Utilise opportunities during circle time;
- Build positive relationships;
- Not use public behaviour charts e.g. traffic lights.

During the children's first months at school they will need to understand their place as part of a group or class and the ways in which they will need to behave in this situation.

### **5. Consistency of Approach**

All adults involved in the school must take responsibility for promoting the positive behaviour and attitudes of all the children – not only those directly under their supervision.

A consistent approach should be established throughout the school and attention should be given to detail so that the 'little things' do not pass unnoticed e.g using dojo points, parent communication or saying 'thank you'.

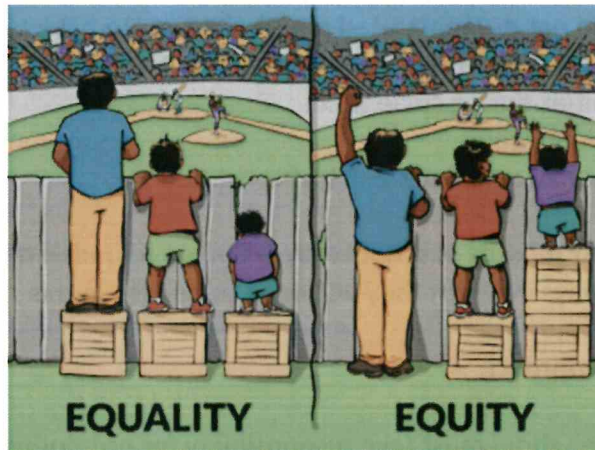
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### **UNACCEPTABLE BEHAVIOUR**

It is natural for children to test the boundaries of acceptable behaviour to confirm their location. The answer to this testing is to confirm the existence of the boundaries firmly, unequivocally and immediately.

Children should expect sanctions for poor behaviour will be fair and consistent and reflect the seriousness of the incident.

However, some reasonable adaptations will be necessary as some children will need more time and help to develop appropriate behaviour, just as others require more time to consolidate their intellectual learning. It must also be remembered that individual circumstances are different both at school and at home.



When incidents occur staff will briefly discuss the matter privately with the child to ascertain the exact nature of the incident and what the child will do about it next time so that the same thing does not happen again. We call this a restorative conversation.

Minor incidents should be dealt with on the spot by the staff as appropriate. Often poor behaviour can be rectified by finding plenty of occasions to praise the child. It should always be remembered that:

- Sanctions must be understood and be seen to be fair;
- The children should not be humiliated;
- It is the behaviour which has offended and not the child;
- Reprimands should always be used sparingly and consistently, and should be firm rather than aggressive;
- Low verbal warnings often succeed (I am surprised at you – that's not like you).

Staff should discuss incidents and ways of dealing with them with colleagues to ensure a consistent approach across the school.

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**Sanctions** can be instigated at the staff's discretion and can take the form of the following:

Escalation of such sanctions:

1. Classroom
2. Unit
3. Class teacher to raise the issue with parents and discuss strategies with Inclusion Manager e.g ABCC chart to identify triggers
4. Different unit
5. Senior Leader (+ conversation with parents)
6. Headteacher (conversation with parents)

### **Suspension and Exclusions**

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

When considering a suspension or exclusion, the Headteacher will follow the statutory guidance: ***Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England***

### **Within the classroom**

- Verbal warning / positive praise;
- Moving the child within the classroom e.g. working alone or working next to an adult;
- Missing some of their playtime / repairing the damage / engaging in a restorative conversation, using the reflection book;
- Time out;
- Time in a different environment e.g. another classroom in the unit or different unit;
- Visit to a senior member of staff or Headteacher to engage in a restorative conversation.

### **Playtime**

- Holding an adult's hand during morning play / lunch time play to observe positive play and choices.
- Sitting out on the bench for 5mins

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We believe that children deserve a clean slate each day so sanctions will never be held over to the next day. Every day is a new day. Staff will be proactive and use tools such as ABCC charts to identify triggers and put in place strategies to support the child.

**Educational consequences** – Rather than a child spending time sitting on their own, it is important that there is time to reflect and talk with the child about the incidents and the impact their behaviour has had on others and what could be done differently next time. This needs to be a calm, honest discussion when the child is regulated. Staff may decide to use activities such as Lego classrooms, comic strips/social stories, reflection book or restorative conversations.

**Protective Consequences** – There will be times where a child needs to be removed from a situation to protect themselves and/or others from harm or from a situation that is too overwhelming for them. This may be through time out or removal from a situation or time with a key person where they feel safe and have time to deescalate/calm. This is alternative provision not a punishment. This type of consequence will allow time for staff to re-visit plans and arrangements necessary to keep everyone safe and allow children to reduce anxiety.

### **Recording incidents**

**Repetitive and escalating incidents/behaviours must be recorded on the school cpoms system under the child's name.**

Parents should be involved by the class teacher in a low-key way early on so that the child sees home and school working together.

Persistent poor behavior from a child should be documented on the individual cpoms records.

### **BULLYING (Child on Child abuse)**

Bullying can be described as being 'a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully'. It can range from ostracising, name-calling, teasing, threats, and extortion, through to physical assault on persons and/or their property.

At Maidenbower Infant School, we work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Bullying is a hate crime therefore we acknowledge that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying.

In order to identify incidents of bullying, all staff will watch for early signs of distress in pupils and will listen to concerns and act upon them.

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### **Strategy for dealing with bullying**

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions at length with the victim, which will require patience and understanding.
- Identify the bully/bullies, obtaining witnesses where possible. Advise the Headteacher or Assistant Headteachers.
- Discuss the details with the children concerned and ask them to tell the truth about the situation/incident. Make it clear that this behaviour is not acceptable at this school.
- The parents of both the victim and the instigator should be involved throughout.
- Sanctions will be followed as set out in this policy and the situation will be monitored.
- Appropriate follow-up support should be put in place for both the victim and the instigator e.g. ELSA support

### **PHYSICAL INTERVENTION**

As from September 1998 Section 550A of the 1996 Education Act clarified the powers of teachers and other staff who have lawful control or charge of pupils to use reasonable physical intervention to prevent pupils committing a crime, causing injury or causing disruption. This in no way authorises the use of corporal punishment nor does it encourage the use of inappropriate physical intervention.

#### **Physical Intervention**

- Staff will only ever use physical intervention as a **last resort**, when a child is endangering him/herself or others, and that at all times it must be the minimum physical intervention necessary to prevent injury to another person.
- Such events should be recorded onto cpoms and referred to the DSLs to mark as read.
- Staff who are likely to need to use physical intervention will be appropriately trained in the Team Teach technique.
- We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- Always consider if the child needs to be given 'space' (physical space, talking space or both) from adults around them. Giving them space can de escalate a situation very quickly. This also means that the adult should not be talking to the child.

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### **Types of Incident**

There is a wide variety of situations in which reasonable physical intervention might be appropriate or necessary to control or restrain a pupil:

- Where action is necessary in self defense or because there is imminent risk of injury to themselves or others;
- Where there is a developing risk of injury or significant damage to property;

### **Actions**

**If a situation takes place where you think physical intervention is needed and you are not Team Teach trained, please call for immediate support/help and ensure the child (or other children) are safe while you wait.**

- Before any physical intervention the child should be told to stop and what will happen if she/he does not do so. Always try to deal with a situation using other strategies before using physical intervention and ensure that the use of physical intervention will not exacerbate or inflame the situation. Never use physical intervention as a substitute for good behaviour management.
- Continue to communicate with the child throughout the incident and make it clear that the restraint or physical contact will stop as soon as it ceases to be necessary.
- Remain calm and measured, never giving the impression that you have lost your temper and are acting out of anger or frustration.
- If you believe you are at risk of injury do not intervene without help. In this case remove all other children who might be at risk and summon help from colleagues. Until help arrives the member of staff should continue to try to diffuse the situation orally.
- Physical intervention can take several forms such as (these should be avoided unless you are Team Teach trained):
  - Physically interposing between children;
  - Blocking a child's path;
  - Leading a child by the hand or arm;
  - Shepherding a child away by placing a hand in the centre of the back;
  - Using the Team Teach technique.
- Staff should always avoid touching a child in a way which might be considered indecent.

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### **Reporting and Recording Incidents**

- A detailed report of any incident where physical intervention is used must be completed and retained in cpoms. The report must include the names of all parties involved, when and where the incident took place, the names of witnesses, the reason that physical intervention was necessary, how the incident began and progressed, the child's response and the outcome of the incident with details of any injuries.
- If the Headteacher considers it necessary, further or more in depth records might also be completed. These forms are for internal use, but the Local Authority, police and social services would have access to the report if investigating a complaint.
- If the incident results in injury an accident form must be completed in addition to the above form. This should also be reported online as per Health and Safety procedures.
- Staff may find it useful to have the help of a colleague when writing the report. Staff involved should also keep a copy of the CPOMs report.

### **Racist Incidents**

- All racist incidents must be reported in writing to the Headteacher who will investigate the matter and report to governors.
- The Headteacher will:
  - Investigate incidents and evaluate them in the light of the school's risk assessment procedures, disseminating any conclusions reached.
  - Initiate appropriate follow-up with the child involved and others present if appropriate.
  - Notify parents/carers of the action taken and initiate follow-up.
  - Offer support to the staff involved as appropriate.

### **Complaints and Allegations**

Parents and carers must be informed of any behavioral issues.

Involving parents when an incident occurs with their child and adherence to the school's policy about physical contact with children should help parents understand the situation.

### **COMMUNICATION**

The headteacher will ensure that all new parents, staff and children are informed of our approach to and expectation of children's behaviour.

