

West Bridgford Infant School



Behaviour Policy 2025-2026

Date of Latest Review	Sept 2024
Statutory	No
LA Policy	No
On Website	No
Governors Committee allocated to	Standards
Date Approved/reviewed at FGB	Autumn 2025
Application monitored by	James Willis (EHT)
Next Review date	Sept 2026

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” Maya Angelou

- It is important to West Bridgford Infant School that every member of the school community feels valued and respected, and that each person is treated fairly and well.
- We are a caring community, whose values are built on mutual trust and respect for all.
- We aim to promote an environment in which everyone feels happy, cared for, safe and secure and where children can become positive, responsible and increasingly independent members of the school community.
- The school’s behaviour policy is therefore designed to support the way in which all members of the school community can work together. It is a means of promoting good relationships, so that people can work together in an effective and considerate way.
- Positive trusting relationships between children, staff and parents are the foundation of a nurturing school.
- This behaviour policy applies to all members of the school - teaching staff, support staff, pupils and parents/carers – as we recognise the importance of working together to achieve our aims.
- The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. We promote positive behaviours and attitudes that foster a ‘growth mindset’, respect and appreciation for others.
- Our children know that we have high expectations for good behaviour. All staff and children work hard to ensure good behaviour is a feature of our school.

Our approach is shared with the children and parents and reviewed regularly by Governors.

This aims of this policy are:

- To ensure the safety of children and staff.
- To protect every child’s right to learn without disruption.
- To foster positive relationships which help everyone in the school community to flourish.
- For our children to know how to behave well towards each other, their teachers, their parents and other adults and have respect for other people's property.
- To have an agreed set of rules for conduct in school.
- To have a clear statement on expectations of behaviour and the consequences of poor behaviour choices which is clearly communicated to the children.
- To ensure a consistent approach to the provision of rewards and sanctions for behaviour is in place.
- To promote equality of opportunity and good relationships between all groups of children. (The school ensures that all pupils, including those with SEN, are supported appropriately to be able to comply with the schools’ behaviour policy in line with the school’s legal duties under the Equality Act 2010.)

Behaviour and Emotional Health

We understand that children's behaviour is part of their communication and can be an attempt to get their needs met. It is inextricably linked with a child's emotional health and wellbeing. We are committed to providing an environment that is supportive to the emotional health and well-being of both children and staff. Staff receive training as appropriate to help pupils understand and manage their feelings and behaviour. When children feel good about themselves and have high self-esteem and self-awareness, we believe they will be motivated and equipped to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others and themselves
- Manage strong feelings such as frustration, anger and anxiety
- Be able to promote calm and optimistic states that produce the achievement of goals
- Recover from setbacks and persist in the face of difficulties
- Work and play co-operatively
- Compete fairly, and win and lose with dignity and respect for competitors
- Recognise and stand up for their rights and the rights of others
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

School Rules

Our school has a number of simple rules to keep everyone safe, to make sure everyone feels cared for and so we are ready to learn. The school rules are discussed and reinforced in assembly times and during PSHE sessions in the classroom. Children are given time to talk about the reasons for rules and give their opinions and ideas. Role play is used to create incidents that can happen on the playground so that pupils can explore how it feels to be for example, left out of a game. There are school rule displays throughout the school and in each classroom as a constant visual reminder to the children.

Our School Rules are:

- Listen when people are talking.
- Keep your hands and feet to yourself.
- Walk quietly in school.
- Look after the school and all the things in it.
- Always try your best.
- Be kind, polite and helpful to others.

Our Focus is on Encouraging Good Behaviour

We do this by:

- Recognising, praising and rewarding good behaviour as it occurs.
- Ensuring that criticism is constructive.
- Explaining and demonstrating the behaviour that we wish to see.
- Encouraging children to be responsible for their own behaviour.
- Encouraging children to recognise and discuss good behaviour with their friends and teacher, for example a child seen looking after another child in the playground.
- Giving children the opportunity to understand why their behaviour is unacceptable.
- Teaching children about why rules are important.
- Teaching children about right and wrong & moral values.

Positive Behaviour Approaches

The key approach to promoting good behaviour is through positive reinforcement of good behaviour choices. We praise and reward children for good behaviour choices in a variety of ways:

- Teachers give pupils verbal praise – pupils are complimented on ‘doing the right thing’/‘making a good choice’.
- Two children from each class receive a certificate in the weekly ‘Shining Star Assembly’ to celebrate academic achievement or demonstrating good behaviour such as being kind, looking after school etc.
- The children collect stickers or stamps for good behaviour, achievements and showing kindness to others. When they have collected 10 they go to the Head Teacher for a special ‘Head Teacher Award’.
- Classes are able to earn class star rewards by co-operating together such as lining up quietly to come into school, or listening well in assembly. When they have reached their target, the class earn a reward e.g. an extra playtime or baking cakes.
- During the ‘Shining Star Assembly’ one class is nominated for the star trophy for great behaviour, super team work etc.
- We also acknowledge all the efforts and achievements of our children out of school, encouraging them to share these with their class or in assembly.

Learning about behaviour, values and relationships

Our Personal, Social and Health Education (PSHE)/Spiritual, Moral, Social & Cultural (SMSC) curriculum explicitly teaches children key skills to enable them to develop positive relationships and behaviours. This is delivered in class circle times, focused lessons and assemblies. Learning includes:

- Developing self-worth
- Being proud of who they are/their family
- Caring friendships
- People who help us
- Healthy body/healthy mind
- Managing emotions
- How to stay safe
- Moral values
- The rule of law
- Democracy
- Celebrating diversity
- Conflict resolution

Strategies used to support positive behaviour and learning

Super Star Ladder

- Each child starts the day on our 'Super Star Ladder' in their classroom.
- Where a child is 'not doing the right thing' they are reminded of our expectations.
- If this continues a star is moved to the thinking cloud and they are given time to change their behaviour.
- If the behaviour continues then the star is moved to the bottom of the ladder when a sanction will be given. This is usually missing part or all of playtime to complete work or to think about their behaviour.
- **Natural consequences** are used as far as possible. For example, "You drew on the table when you should have been working, so you will have to clean the table and then finish your work at playtime." "You were not looking after our school which is one of our rules."

The following are tried and tested effective strategies recommended by the Behaviour Support Partnership and are used by staff to support positive behaviour and promote learning.

• **Non-verbal messages**

The 'Look', moving closer to the child who is not behaving appropriately, visual prompts such as finger to lips, frowning.

• **Tactical or planned ignoring**

The teacher decides temporarily not to notice specific behaviour from a specific child. This is part of a planned method of dealing with that child's behaviour and the class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.

• **Description of reality**

A simple statement of fact describing inappropriate behaviour. 'David, you're talking'. 'Martha you're pushing Laurie.' This is a calm statement of what is happening and will often end the inappropriate behaviour there and then.

• **Simple direction**

Clear statement of required behaviour. 'Jane, turn around, thank you.' 'Carlos, give Tom his pencil, thank you.' **The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as asked.**

• **Question and feedback**

Asking a prompt question to show that you have noticed inappropriate behaviour. 'What's happening here girls?' 'What should you be doing?' This can be sufficient to alert the children to the fact that you have noticed and will stop the behaviour. You may also refer to the school rules. 'What's our rule about...?' 'Are you doing the right thing? / Making the right choice?' 'What should you be doing?'

• **Expressing disappointment or disapproval in behaviour choice**

'Alex, I'm disappointed that you have forgotten our rule about taking care of things.' 'Millie, that was a not a good choice to make!'

• **Choices and consequences**

Enabling a child to take responsibility for his/her own actions. 'Simon, I have asked you to move away from Billy. If you continue to sit there, you are choosing to stay in at playtime. It's your choice.' The adult then moves away to give the child thinking or 'take-up time' before using the consequence if they continue to behave inappropriately.

• Exit procedures

On rare occasions, when none of the strategies the teacher or other adult has used has been effective, it may be necessary for the child to be asked to work outside the classroom or be sent with a Teaching Assistant to the classroom of a member of the Leadership Team to work. If a child is removed from class, the follow-up meeting where his/her re-entry is discussed is vitally important.

Consequences

- There will be times when children find it challenging to make good choices about their behaviour and do not respond to the positive behaviour approaches employed.
- Children need to learn that their behaviours have consequences.
- **Natural consequences** are used as far as possible. For example, tidying up something you have thrown, not being allowed out to play if you hurt others.
- It is essential for the child to understand that it is the behaviour that is unacceptable, and not them as a person.
- Whole class sanctions will be used sparingly and only in circumstances where the inappropriate conduct of a significant majority of the class warrant this.
- Most consequences are generally dealt with by the class teacher in a caring, supportive and fair manner. However, in some situations, the initial steps for dealing with a behavioural issue can be by-passed and the Head Teacher or SLT become involved.
- If a child is continually struggling to make good choices or where significant incidents occur the behavioural issue will be recorded by the Head Teacher and parents/carers will be informed.

Children finding it challenging to make good choices/manage emotions/self-regulate

We recognise that some children will need additional support or interventions to develop emotional literacy and self-regulation. An individualised approach may be required and may include:

- Individual behaviour reward systems.
- Meeting with parents.
- An Individual Behaviour Plan (I.B.P).
- Consultation with Schools Behaviour Partnership or the Healthy Families Team.
- Consultation with the Mental Health Support Team, CAMHS or Educational Psychologist.
- If the problem is severe or recurring and all other avenues are exhausted, then exclusion procedures may be implemented
- Any child who is found to have made malicious allegations, against a member of school staff, will be dealt with in line with Local Authority guidelines and in partnership with parents.

Where children have significantly challenging behaviour which may be attachment/trauma related staff should refer to appendix 1

Physical Intervention

At West Bridgford Infant School we strive to use a range of strategies to deal with all situations but sometimes physical intervention, as a last resort, is necessary. Physical interventions must only be used in the best interests of, or out of necessity for, the child or young person. Under such circumstances it will be carried out only by authorised staff who have received appropriate training. Any physical intervention must be reasonable and proportionate to the circumstance and always be conducted in relation to the child or young person's age, gender, size, health, stage of development and other relevant factors. Parents and carers will be informed if this happens. (Use of Reasonable Force, Advice for Head Teachers, School Staff and Governing Bodies, DfE 2013).

Reasonable force may be used to prevent a pupil from:

- injuring themselves or others e.g. a pupil attacks a member of staff or another pupil
- pupils are fighting
- a pupil is running in school in a way in which they might have or cause an accident likely to injure themselves or others
- a pupil absconds from a class or tries to leave school
- causing damage to property.
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere e.g.
- a pupil persistently refuses to obey an order to leave a classroom
- a pupil is behaving in a way that is seriously disrupting a lesson.

If physical intervention is required, it will be recorded on a physical intervention log. Parents/carers will be informed and any injuries incurred by staff or children recorded on the Well-worker system.

Supporting children with conflict/relationships with others

Restorative Approaches

Restorative Approaches is a whole school ethos which aims to build positive relationships and provides the tools to maintain and restore these relationships when conflicts arise. It promotes our school family atmosphere, where we recognise that each member of our school family has a unique perspective which we value and respect. We believe that good relationships need to be at the heart of everything our school does, if effective teaching and learning are to take place.

A Restorative way of working leads to:

- A more respectful climate
- A shift away from sanction – based responses that aim to ‘manage’ behaviour, toward a more relational approach
- Better relationships amongst children and staff
- People being more honest and willing to accept responsibility for their own actions
- People feeling supported when things go wrong
- A calmer more productive learning environment
- Improved mental well-being for staff and pupils
- Development of empathy, resilience and self-control

Restorative Practice Script

When something has gone wrong/ someone has made the wrong choice.....

What happened?

What were you feeling?

What were you thinking? / What was your brain saying?

Who else do you think was affected by what happened?

What do you think you need to do to make this better?

When someone has been hurt.....

What happened?

How did that make you feel?

What was your brain saying? What were you thinking?

What was the hardest part for you?

What do you need to happen for this to be better?

Roles & Responsibilities

- Behaviour Management is the responsibility of all staff at West Bridgford Infant School.
- Inappropriate behaviour choices should never be ignored.
- All adults to be role models through words, body language, relationships and attitude.
- All adults to differentiate between the child and the behaviour- whilst we may disapprove of the behaviour we always view the child as good.
- Adults to create a physical and emotional environment which is welcoming and well ordered.
- Poor choices in behaviour to be viewed as opportunities to learn.
- Everyone takes a fresh start approach.
- Clear communication between home and school.

Role of the Executive Head and Head of School

- It is the responsibility of the EHT and HofS to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also their responsibility to ensure the health, safety and welfare of all children in the school.
- The EHT and HofS supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The EHT and HofS keeps records of all reported serious incidents of misbehaviour including bullying and racism.
- The EHT has the 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

EHT may permanently exclude a child. These actions are taken only after the school governors have been notified.

The Role of the Class Teacher/ Teaching Assistants/Support staff

- It is the responsibility of all staff to ensure that the school rules are followed, and that children behave in a responsible manner during lesson time.
- Staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- Staff must be a role model for the children and treat each child fairly, and enforce the classroom rules consistently. Staff treat all children with respect and understanding.
- The class teacher should ensure that parents are aware of repeated low-level negative behaviour such as calling out or disrupting the class.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head of School or the Executive Headteacher.
- The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the SENCO and the Executive Headteacher) if there are concerns about the behaviour or welfare of a child.

The role of Mid-Day Supervisors

- The midday supervisors have regular team meetings with the Head of School where a variety of issues are discussed including the operation of the Behaviour Policy.
- Mid-day supervisors are always encouraged to be vigilant on the playground so that they can intervene quickly to prevent incidents occurring. They all carry a note pad and record any incidents that they feel need reporting the class teacher or the Head Teacher.
- They also endeavour to promote positive play by instigating games, showing children how to play properly with equipment and encouraging safe play.
- The Senior Mid-day supervisor meets with the Head of School /SENCO regularly to discuss any pupils that need support or monitoring during lunchtime play.

The Role of Governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.
- The Executive Head Teacher has the day-to-day authority to implement the school positive behaviour policy. Governors may give advice to the Executive Head Teacher about particular disciplinary issues which will be addressed.

The Role of Parents and Carers

- The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.
- We expect parents and carers to support their child's learning, and to cooperate with the school.
- We have an open-door policy and parents are encouraged to come in and discuss any issues with the teaching staff.
- Parents are welcomed as additional helpers within the classroom and on most days can be seen helping individuals or groups of children.

Parents can help:

- By understanding and acknowledging that an effective school behaviour system requires close partnership between all in the school community.
- By knowing that learning and teaching cannot take place without clear expectations of behaviour.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By speaking to their child's teacher if they have any concerns about behaviour.
- By attending Parents' Evenings and parents' information events.
- By remembering that staff deal with behaviour problems patiently and positively and within a reasonable time frame.
- By not approaching other children or parents outside school about issues that occur in school time. Any issue that has happened in school should be dealt with by school staff, following school policy and procedure. School staff are best placed to gather all the information from all parties involved.

Equal Opportunities Statement

The staff and pupils of West Bridgford Infant School are committed to equality of opportunity in all aspects of their work. We will not accept practices which intentionally or unintentionally discriminate against anyone on the grounds of colour, race, religion, nationality, gender, disability, age or language. The school is committed to supporting and implementing the Equal Opportunities Policy. The staff and pupils of the school recognise that personal relations of respect, trust, honesty and openness underpin equality of opportunity. Staff and pupils recognise that the school is strengthened by diversity.

Monitoring

The EHT and HofS monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

Review

The governing body reviews this policy on an annual basis. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

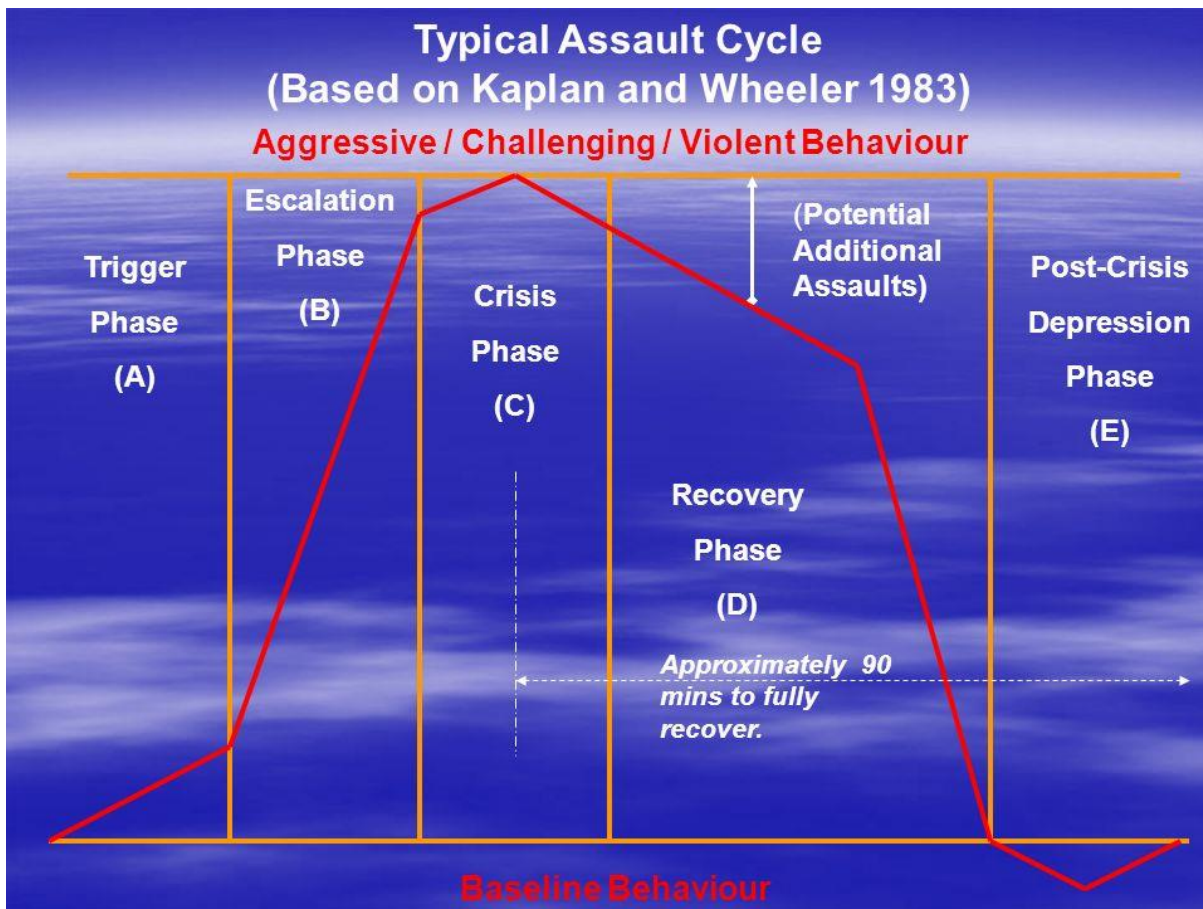
Linked Documents

- Anti Bullying Policy
- Use of Physical Interventions
- Safeguarding Children & Child Protection
- Equality Policy
- Home School Agreement

This policy applies when the children are:

- On school premises, including before and after school hours.
- Off site on an arranged educational visit.
- Wearing a school uniform so representing the school.

Appendix 1



Overlaid onto The Assault Cycle (Kaplan & Wheeler, 1983)

The least restrictive **RESPONSE**© strategy.

(West, Stirling, & Mc Hugh, 2004)



All staff need to be familiar with The Behaviour Cycle; managing serious incidents well supports the child and the whole school community.

Trigger phase: an event lights the person's fuse, stimulating thoughts and feelings that lead to anger. At this stage of the cycle we can sometimes distract/divert pupils, we can re-direct behaviour in a positive way and we can instigate a change of context. We can use observation to identify triggers and with some pupils who have a level of insight into their own feelings and behaviour we can work with them to identify triggers. If we can identify these triggers, we can be pro-active and help the pupil to avoid the trigger and in the longer-term help the pupil to deal appropriately with the trigger.

Escalation phase: The body is physically preparing for fight or flight. The chance of changing behaviour is reducing. Rational judgements are more difficult as arousal increases. We must avoid threats or demands that are perceived as aggressive. We must avoid blocking escape routes. Move away, be aware of personal space. Help the pupil to use coping strategies. Remove audience, swap staff.

Crisis phase: The pupil will not be making rational judgements, not able to demonstrate empathy with others, unable to understand how their behaviour is affecting others, less able to listen. Management of behaviour is around damage limitation – move others away, move objects that could potentially harm. Keep talking, calm voice – pupil will pick up on tone and body language.

Recovery phase: Anger begins to subside. Can take 1 ½ hours. The body is still partly prepared for fight or flight – person will be feeling vulnerable, embarrassed, confused. Anger can easily be re-triggered. Being too quick to discuss the incident, to apportion blame, etc. may re-trigger anger. Allow time and space. Verbally reinforce signs of calming.

Depression phase: Wait, allow time. Later.... If necessary record – what worked, what needs to be remembered. Repair, rebuild relationships. Discuss positive and useful strategies with the pupil. If necessary, take agreed action according to school policy.

<p style="text-align: center;">Anxiety/Trigger Phase</p> <p>This is sometimes something that is observable, but may not be. Repair may possible</p>	<p style="text-align: center;">Escalation Phase</p> <p>Body is preparing for fight, flight or freeze. Repair is less likely.</p>	<p style="text-align: center;">Crisis Phase</p> <p>Emphasis is on safely containing a behaviour incident for the child & others in proximity. Child is less able to listen or make rational judgements.</p>	<p style="text-align: center;">Recovery & After</p> <p>Child is vulnerable to subsequent triggers. Child may be emotional, confused, embarrassed, ashamed. Settling may take over an hour.</p>
<ul style="list-style-type: none"> • Work with the child & family to identify triggers. Avoid or remove known triggers. • Praise desired behaviour, ignore other behaviour, use visuals. • Distract or divert, including with a motivating task or learning break. • Offer choice of an alternative workspace. • Now/Next. Wait symbol/timer. • Notice & acknowledge the effort • & process needed to stay calm. • Acknowledge good choices. • Gradually teach child to recognise their start of escalation & agree how the child will request support, such as- ‘I need to: talk/move/breathe’, & what visual resources are required. • All Behaviour is a form of Communication. <p>Functions of Behaviour include:</p> <ul style="list-style-type: none"> -Sensory (response to a need/feeling); -Escape (to a different setting); -Attention (positive or negative) &/or Attachment; -Tangible (Access to something/someone); -Social (not managing relationships). <p>Other Triggers:</p> <ul style="list-style-type: none"> -Poor communication. -Poor skills/knowledge. -Avoidance. -Frustration/anger. / -Attempt to control. -Poor sense of safety/well-being. 	<p>Do:</p> <ul style="list-style-type: none"> • Keep calm. • Weigh up safety of all in proximity. • Avoid having an audience. • Be aware of personal space, approach with gentleness & with permission from the child or give space. • Use very simple, language & unthreatening posture. • Remind child of coping strategies- ‘Do you need to: talk/move/breathe’. • Firm boundaries, natural consequences. • Redirect to other activity. • Be positive. • Swap staff within class. • Staff to agree scripts that reassure the child in advance, <p>E.g.: It is ok, I could help.../Well done you are calming. You are completely safe here. / I know you can do this. I will come back & check on you in 2 minutes, here is (something to hold/to soothe until I get back).</p> <p>Avoid:</p> <ul style="list-style-type: none"> • Making demands. • Sustained eye contact. • Sudden movement. • Proximity or posture that may seem like a threat or attempt to block exit. • Sanctions. 	<ul style="list-style-type: none"> • Keep safe-if necessary remove objects/people. • Talk simply, calmly, quietly. • Repeat simple phrases (broken record technique). • Adult may at times avoid any talking or eye contact. • Use positive body language. • Reflect back feelings to demonstrate listening & empathy. • Stay focused on the primary issue. • Calm clear voice, “We have kind hands”. • Offer choice of 2 alternatives to allow self-control/distraction from behaviour. • Calmly & firmly say “Stop”, use symbol/Makaton. • If required seek support from SENCo or Leadership Team. • Touch Support according to policy including potential touch support/guidance away from the situation to a safe environment 	<p>Recovery Phase</p> <ul style="list-style-type: none"> • Wait, allow time & space. • Avoid discussion of the incident/blame. • Give choice with positive consequence. • Use calming/soothing techniques. • Offer water, ‘fresh air’, suggest pupil removes jumper to cool. • Avoid re-triggering incident. <p>Depression/Learning Phase</p> <ul style="list-style-type: none"> • Support child to rest & recover. • Sympathetically encourage & support child to reflect & learn. • Repair, rebuild relationships. • Contingency Plan-how to cope with possible future incidents. • Follow policy or Personal Support Plan. • Record what needs to be remembered, for analysis or to follow policy. • Adults to seek debrief/support in line with policy. • SLT to support family