



Behaviour Policy

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Introduction & Intent

At Sholing Infant School we are committed to providing a safe, respectful, and inclusive environment where every pupil can thrive both academically and personally. Our behaviour policy reflects our core values and principles, which are deeply rooted in creating a positive atmosphere that fosters physical, mental, and emotional well-being.

Our School Values

At the heart of our behaviour policy are our school values, which guide our expectations for pupil behaviour. These values serve as the foundation for creating a harmonious and productive learning community. We invite parents, guardians, and all stakeholders to join us in upholding and reinforcing these values. At Sholing Infant School we are committed to building firm foundations to ensure the highest provision for all our children. We create a secure, stimulating and exciting learning environment, which values and celebrates diversity, effort and achievement in all its forms.

We aim to create a school in which:

- Everyone is happy, confident and valued.
- Everyone takes pride in the school.
- All children have equal opportunities across a broad, balanced and exciting curriculum.
- Children develop a sense of personal responsibility, self-discipline and pride in their achievements which is fostered within the school community.
- We instil an enthusiasm for learning.
- Children are equipped with skills which will enable them to become independent learners with enquiring minds.
- Standards of attainment and expectations are high in all curriculum areas.
- Children behave well and have a good understanding of social and moral values. They are helped to develop an appreciation of the cultural and spiritual aspects of life.
- The whole school community works in partnership.

Creating a Safe Environment

We intend to create a safe environment for our pupils physically, mentally, and emotionally. We are dedicated to:

- **Physical Safety:** Ensuring that the school premises, facilities, and activities are free from hazards and risks, providing a secure environment for all pupils and staff members.
- **Mental Health and Well-being:** Promoting positive mental health and well-being among our pupils by offering supportive networks in school, and initiatives that nurture emotional resilience.
- **Emotional Well-being:** Fostering an environment where pupils feel valued, respected, and heard, enabling them to express their emotions and concerns openly.

Inclusivity for All Learners

At our school, we celebrate diversity and are committed to being an inclusive school for all learners. We aim to:

- Provide equal opportunities for all pupils, regardless of their background, abilities, or special educational needs.
- Promote understanding, respect, and tolerance among pupils and staff for a diverse range of cultures, beliefs, perspectives, and individual needs.
- Continuously work to eliminate discrimination, bullying, and harassment in all its forms, as per the Department for Education's (DfE) guidance on Minimum expectations of behaviour in all schools.



DfE's Guidance on Minimum Expectations of Behaviour

Our behaviour policy aligns with and adheres to the Department for Education's guidance on Minimum expectations of behaviour in all schools. We are committed to:

- Setting clear expectations for behaviour and consequences that are fair, consistent, and in line with DfE guidelines.
- Providing a positive and structured learning environment that supports pupils' personal development and social skills and collaborating with parents and the broader community to promote a shared responsibility for maintaining high standards of behaviour in our school.

By working together as a school community, we can ensure that Sholing Infant School remains a safe, respectful, and inclusive place for all learners, where every pupil has the opportunity to flourish and reach their full potential.

Relationships

Our School is committed to fostering positive and respectful relationships among pupils, staff, and the wider school community. We recognize the significance of creating a safe and supportive environment for all individuals within our school community.

Communication to All

We prioritise effective and open communication to ensure that all members of our school community understand the importance of maintaining respectful and inclusive relationships. This includes pupils, parents, guardians, and staff. Our commitment to promoting healthy relationships aligns with our participation in the Trauma Informed Schools - UK organisation.

Home-School Communication

We believe that collaboration between home and school is essential for the well-being of our pupils. We actively encourage regular communication between parents, guardians, and teachers to ensure that pupils receive consistent and comprehensive support in all aspects of their education and personal development.

Sholing Infant school maintains an open-door policy and teachers are available both before and after school to talk to parents. This time may be used to arrange an appointment for a longer meeting if needed.

- Teachers will always make parents aware of 'good news' to celebrate with their child, e.g. if they are on 'the rainbow'. They will also inform parents if an incident has occurred which has breached our behaviour policy.
- Curriculum newsletters are sent home each half term by year leaders to inform parents of what their child is learning and how parents can help at home.
- Headteacher newsletters are sent home each half term with updates and information, including signposting to a range of agencies and courses that parents may find useful. The newsletter also contains information about safeguarding, including online safety as well as any policy updates.
- Key policies, including attendance, safeguarding and behaviour are communicated directly to parents via the MCAS app, as well as being published on our website.
- Parent workshops, including those run externally to support parents with behaviour, are shared with parents.
- Parents evenings are held termly so that parents are supported to help their child academically and also have an update on how their child is doing both academically and in terms of their personal and social development, including behaviour.

Joint Working with Agencies

Our School is dedicated to providing a holistic approach to supporting our pupils' well-being. We actively collaborate with external agencies and professionals to address any concerns related to pupils' mental health, well-being, and



behaviour. This collaborative effort helps ensure that pupils receive the necessary support to thrive academically and emotionally.

A Joined-Up and Community Approach

Our commitment to promoting positive relationships extends beyond the school gates. We actively engage with the local community to create a cohesive and supportive network. By working together with parents, guardians, community organisations, and local authorities, we aim to provide a comprehensive and holistic support system for our pupils.

A Fair and Transparent Approach

Our school values fairness and transparency in all aspects of our behaviour policy. We are dedicated to ensuring that our approach to relationships and behaviour is consistent, equitable, and just. Our processes for addressing any concerns or issues related to behaviour will always be conducted fairly and transparently, with the well-being of the pupil at the forefront of our actions.

Leadership and Management of Behaviour

At our School, we are committed to fostering a positive and inclusive learning environment where every pupil can thrive academically, socially, and emotionally. The leadership and management of behaviour are integral to achieving this goal. Our approach is based on the principles of the Hamwic Trust Graduated Response to Behaviour, Distributed Leadership of Behaviour across all school staff, and a comprehensive system for monitoring and evaluating behaviour.

Graduated Response to Behaviour

Our Graduated Response to Behaviour is a tiered system designed to address behaviour issues in a proactive and supportive manner. This system ensures that all pupils are given the opportunity to learn and grow from their experiences, while also holding them accountable for their actions. Our Golden Rules form the basis of our Behaviour Policy, which support children to understand the standards of behaviour expected by all to ensure that our school is both happy and safe.

Distributed Leadership of Behaviour

At our school, the responsibility for managing behaviour is not solely placed on one individual. We believe in the distributed leadership of behaviour, where all staff members play a role in creating a positive and respectful school environment. This approach encourages a collective commitment to behaviour management and promotes consistency in our expectations and responses. See Appendix 1)

All staff members, including teachers, teaching assistants, administrative staff, and support personnel, are trained in our behaviour management policies and are empowered to address behaviour issues as they arise. By fostering a culture of shared responsibility, we ensure that behaviour management is a collaborative effort that benefits all pupils.

Monitoring and Evaluation of Behaviour

We understand the importance of continuously monitoring and evaluating behaviour to make informed decisions and improvements. Our school uses various methods to achieve this:

- Data Collection
- Observation
- Regular Review Meetings
- Surveys and Feedback
- Professional Development



School Systems and Social Norms

School Rules, Expectations, and Routines

At our school, we believe that a structured and respectful environment is essential for optimal learning and personal development. Our school rules, expectations, and routines are designed to create a positive and inclusive atmosphere for all members of our school community and are regularly communicated to pupils, parents, and staff.

In our school we have six 'Golden Rules' which we expect children to follow in order to achieve the appropriate behaviour in school:

- We are gentle
- We listen
- We are honest
- We are kind and helpful
- We work hard
- We look after property

These rules are the foundation on which our classroom, playground and lunchtime rules are based. In following our Golden Rules the children are taught to:

- Be gentle - I keep my hands and feet to myself, I use kind hands with others, I ask for consent from my friends before giving them a cuddle or holding their hand.
- Listen - I sit, look and listen like Sam, I move quietly around the school, I follow instructions from all adults in school, I line up when told to, I don't interrupt, I pay attention to others.
- Be honest - I tell the truth even when I've done something wrong, If I find something that is not mine, I will hand it to a grown up.
- Be kind and helpful - I offer to help others, I remember to use my manners, I use 'please' and 'thank you', I am a good friend to everybody.
- Work hard - I don't disturb anyone else's learning, If I need help, I put my hand up and stay in my seat, I always do my best.
- Look after property - I take a pride in my school, I tidy things away in my class and around school, I use equipment properly, I put things back from where I have got them, I use the bathrooms quietly and sensibly.

Golden Rules are also displayed in playground, lunch halls and communal areas

Playground

- I am gentle - I keep my hands and feet to myself, I use kind hands with others, I ask for consent from my friends before giving them a cuddle or holding their hand.
- I am honest - I tell the truth even when I've done something wrong, If I find something that is not mine, I will hand it to a grown up.
- I listen - I follow instructions from all adults in school, I stand still when the bell rings at the end of playtime, I line up quietly and calmly when I am told to, I pay attention to others.
- I look after property - I take a pride in my school, I tidy things away in the playground, I use equipment properly, I put things back from where I have got them.
- I am kind and helpful - I offer to help others, I remember to use my manners, I use 'please' and 'thank you', I am a good friend to everybody.

Bathrooms

- I listen - I walk quietly to and from the bathroom, I follow instructions from all adults in school, I line up when I am told to, I pay attention to others.



- I look after property - I take a pride in my school, I put paper towels in the bin, I flush the toilet when I am finished, When I've washed my hands, I shake the water off so that I don't make the floor wet.
- I am kind and helpful - I always wash my hands after I have used the toilet, I offer to help others, I use 'please' and 'thank you'.

Children are expected to:

- Accept the sanction or consequence if they have done something wrong
- Be able to say sorry when they have misbehaved or hurt someone and to understand that this behaviour should not be repeated
- Act as positive role models to each other showing kindness and empathy for all.

Consequences – Fair and Transparent

To maintain a harmonious learning environment, it is crucial to have a clear and consistent system of consequences for behaviour that does not meet our established standards. The consequences are fair, age-appropriate, and designed to help pupils understand the impact of their actions. Our disciplinary process is transparent, with pupils and parents being informed of consequences and the reasons behind them.

As part of the response to poor behaviour the school will follow HAMWIC Trust's graduated response. (Please see Appendix 2)

Stage 1 -Universal

Stage 2- Early intervention

Stage 3 - Targeted additional

Stage 4 - Intensive targeted additional

Within each stage there are a number of records and actions which can be taken, and these will be used on a case by case basis, choosing the most appropriate ones for each child. This response will be led and monitored by the HT, DHT and SENCO.

In our school we will take a graduated response to dealing with children who do not make the right choice. Staff will have a positive relationship with children, will know their individual needs and will therefore know the appropriate time to use a sanction/consequence.

We will follow the steps listed below, using our consistent behaviour charts displayed in each classroom, should our behaviour expectations (Golden Rules) not be maintained:

1. An adult will remind the child with a warning, explaining which rule they are not following and what they need to do to change their behaviour. Golden Rule posters will be used to support this. (Displayed in each classroom and around the school)
 2. If unacceptable behaviour continues the child will be given a second warning and will move their name to the straight face. Adults will support children to adopt the positive behaviours that they need to display to change this behaviour and move back up the faces.
 3. If behaviour is not changing, the child will have their name moved to the sad face. Children will always have the opportunity to move back up the chart. Adults will pro-actively look for improvements through positive noticing.
 4. If a child's behaviour still does not improve they will be given thinking time out on a 'thinking chair' in the year leader's class. This gives the child time to reflect on their behaviour and how it can be improved. Year leaders in the receiving class will use the following script should a child need to sit on their thinking chair (see Appendix 3)
- 3) Children will still have the opportunity to move back up the chart.



5. If behaviour continues to be unacceptable, the HT/DHT will be called and will have a conversation about what led to this and how we can change next time. This will use the school's shared language. A reminder will be given that 5 minutes of learning time has been lost and will need to be made up at the next break time.

At play and lunchtimes

1. An adult will remind the child with a warning, explaining what they need to stop doing.
2. If behaviour continues they will be given a second, final warning. Golden Rules will be displayed to support these conversations. (and faces in hall)
3. If behaviour is not changing, then the child will have 5 minutes' time out holding an adult's hand. After the 5 minutes is completed the child will be reminded of the behaviour that was inappropriate and what they need to do now. The child will then return to play.
4. If a child's behaviour continues to be inappropriate then they will hold an adult's hand for the remainder of the break/lunch time. The class teacher will be informed.

Severe Behaviour

This involves behaviour that is intentionally unkind or violent - where someone is hurt, property is intentionally damaged, uses racist or abusive language or is so extreme it is unacceptable. will be taken directly to HT or DHT. It also includes consistent refusal to comply with adult instruction.

If a child's behaviour is severe then they will be seen by HT/DHT immediately. This will be recorded by HT/DHT on CPOMs and parents will be informed that their child has a **severe clause**. The outcome of the severe clause will be at the discretion of the Headteacher and may, in rare cases, include suspension. However, most severe clauses will result in the pupil making restoration for their actions the following break/lunch time by spending their free time with the HT/DHT and reflecting on their actions. This reflection may involve using the HAMWIC Behaviour awareness sessions.

When dealing with issues, we aim to:

- Avoid confrontation
- Listen carefully to all relevant viewpoints
- Establish the facts
- Use restorative practice to understand and address the behaviour and to aid reflection
- Use sanctions proportionately

Trauma Informed Responses

In cases where it is needed, we have shared language that all staff use with the children, which follows the PACE approach, for example where we know that a child has or is experiencing significant trauma. These children will often already have a behaviour response plan in place. It may also be needed where a child's behaviour is significantly different to normal or if they are experiencing acute distress because of the incident.

When a trauma informed response is appropriate, all staff will adopt and use the phrases below when supporting children's behaviour as these reflect the trauma based approach of following the sequence of *play, acceptance, curiosity* and *empathy*.

Play

- Use a light tone of voice, as you might use when story-telling, rather than an irritated or lecturing tone.



- Show with your eyes, eyebrows, smile that you are interested in what the child is doing and saying. Try and soften your facial expressions, and lower your body to their level, so not to tower over them.
- Make a game of getting organised; practise socialising using fun role-play; give the child a job during a busy transition

Acceptance

- “I can see how you feel this is unfair. You wanted to play longer”
- “You probably think that I don’t care about what you want”
- “You were letting me know that you were really scared when you ran away from me”

Curiosity

- “I’m wondering if you broke the toy because you were feeling angry.”
- “I’m thinking you’re a little nervous about going into school today, and that’s why you don’t want to get ready this morning”.

Empathy

- “You are SO upset about this right now. That must be really hard!”
- “It hurt so much when she didn’t ask you to play. You were probably thinking ‘Why did she do that?’ It was a real shock for you.”
- “You wanted to have another turn so badly. You were so excited about it and it’s so unfair that we ran out of time”.

Online Behaviour of Pupils

In an increasingly digital world, we expect our pupils to uphold the same values and standards of behaviour online as they do in our physical school environment. Cyberbullying, harassment, or any other form of harmful online behaviour will not be tolerated. Pupils are responsible for their online actions, and consequences for inappropriate online behaviour will be enforced in accordance with the above consequences

Off-Site Behaviour of Pupils

We understand that pupils represent our school not only within our premises but also in the broader community. While off-site, during school events, or when wearing school uniforms, pupils are expected to exhibit behaviour that reflects positively on our school. Any violations of this expectation may result in the use of consequences outlined above.

Use of Mobile Phones

The use of mobile phones within the school is not permitted within school in order not to disrupt the learning environment and to provide a place for distraction-free learning. Inappropriate use of mobile phones will lead to appropriate consequences.

At Sholing Infant School any pupil bringing a phone into school will be asked to hand it in to the office staff who will contact parents and ask them to collect it at the end of the day. A conversation with parents about the appropriateness of a child in EYFS/KS1 having access to a phone will take place with a member of SLT.

We have produced a handy one-page infographic for parents to support us in communicating the rules and expectations to your son/daughter, as we understand that the best pupil behaviour comes from when home and school share a united aim for behaviour. See Appendix 4.



Behaviour Curriculum

Behaviours Linked to Our Values

At our school, our behaviour curriculum is closely aligned with our core values . We believe that these values underpin the development of positive behaviours and character traits that are essential for personal growth and successful learning. Therefore, our behaviour curriculum emphasises behaviours such as:

Independence: We aim to develop **independent** learners who enjoy opportunities to be **curious**, to explore, problem solve and be creative.

Resilience: Children will learn to be **resilient** in the face of difficulties;

Reflective: Children will be **reflective** in celebrating their successes, not afraid to make mistakes but to learn from them.

Confidence: Children will develop the **confidence** to question and try new things and will be **aspirational** about where their learning could take them both within school and beyond.

Methods of Teaching Behaviour: A School-Wide Approach

To ensure consistency and effectiveness, our behaviour curriculum is implemented through a school-wide Teaching approach. This includes:

- **Explicit Instruction:** Teachers provide explicit instruction on the expected behaviours and skills, integrating them into daily lessons and activities.
- **Positive Behaviour Support:** We employ a positive reinforcement system to acknowledge and celebrate pupils who exhibit desired behaviours.
- **Modelling and Role-Modelling:** Staff members model appropriate behaviours, serving as role models for pupils to emulate.
- **Parent and Community Engagement:** We engage parents and the community in reinforcing the same behaviour expectations at home and within the broader community.

Assemblies

Regular assemblies and PSHE lessons play a significant role in our behaviour curriculum. These are used to:

- Celebrate successes
- Communicate expectations regularly
- Reinforce Values and Golden Rules
- Promote Reflection

By integrating these elements into our behaviour curriculum, we aim to foster a school community where positive behaviours are not only taught but also celebrated and ingrained into the everyday lives of our pupils.

‘The behaviour you walk past, is the behaviour you accept’

Support and Intervention for Pupils

Staff Roles in Supporting Behaviour

At our school, we believe that behaviour support is a collaborative effort involving all staff members. Our staff play critical roles in supporting positive behaviour, the core of these roles are as follows:

Classroom Teachers: Classroom teachers are responsible for creating a safe and inclusive classroom environment. They set clear expectations for behaviour and guide pupils on appropriate conduct. They start from a perspective of positivity and practice ‘positive noticing’ at every opportunity. They ensure that rewards for good behaviour are used consistently for all children. They will also ensure consequences are carried out in line with this policy. Teachers at Sholing Infant School always maintain a calm presence; shouting and raised voices are not used at any time.

Teaching Assistants: Teaching assistants work closely with teachers to provide additional support to pupils. They assist in implementing behaviour strategies and ensuring individualised support where needed. Teaching assistants mirror the approaches used by teachers in terms of positive noticing and calm presence.

SENDCo/Inclusion Lead: Our SENDCo/Inclusion Leads oversee the identification and planning of support for pupils with behavioural needs. They collaborate with teachers, parents, and external agencies to ensure a holistic approach to behaviour support.

The full list of how all staff support behaviour can be found in our model of Distributed Leadership (Appendix 1)

Emotionally Available Adults

We recognise the importance of emotionally available adults in fostering positive behaviour. Our staff are trained to be emotionally available, providing a safe and nurturing environment for pupils to express their feelings and concerns. All members of staff have had training on a trauma informed approach from an accredited trainer. Our ELSA is an accredited trauma informed practitioner.

Identification of Pupils for Targeted Support

Pupils in need of targeted behaviour support are identified through our Graduated Response to Behaviour, using the 5 stages outlined in **Appendix 3** of this policy. Core aspects of pupil support are summarised below.

Time In Rather Than Time Out

Our approach to behaviour management emphasises "time in" over "time out." If a pupil needs to be removed from the classroom due to behaviour concerns, they are supported by trained adults rather than isolated. This ensures that pupils receive guidance, reflection, and an opportunity to develop more appropriate behaviours.

Universal Provision

Our school is committed to proactively using universal behavioural provision strategies to create a positive classroom environment that fosters good behaviour and pupil success. Through the implementation of universal provision techniques, we aim to establish clear classroom expectations, provide consistent support, and engage in proactive interventions to address behavioural challenges promptly. Some of our menu of universal provision includes.

- Fostering positive relationships
- Daily check-ins with pupils



- HT/DHT meet and greet each day.
- Warm welcome from classroom staff on arrival and every day a fresh start
- Positive, specific praise and noticing
- Name moved up on class charts
- Teacher 'well done' postcards home
- Rewards for positive behaviour (stickers for positive behaviours, smileys in KS1 leading to bronze, silver, gold and platinum awards in assembly)
- Marbles in the jar – class reward
- Star of the Week certificates
- Headteacher awards
- Kindness leaves
- Regular gratitudes from staff and other pupils
- Extra playtime for best class at lunchtime lining up

Use of ELSA/Nurture

We employ an Emotional Literacy Support Assistant (ELSA) to provide specialised support for pupils facing emotional and social challenges. These interventions help pupils develop emotional resilience and social skills.

Small Group Interventions

Small group interventions, such as 'Talk About' and 'Zones of Regulation,' are conducted to address specific behavioural needs. These sessions promote self-regulation and effective communication. Small group interventions used are:

- Circle of friends
- Attention autism (Bucket)
- Sensory circuits

Precision Teaching of Skills 1:1

For pupils requiring intensive support, we offer precision teaching of skills on a one-to-one basis. This tailored approach focuses on individual needs and goals to develop essential behavioural and academic skills through a targeted IBP/IEP, which is closely tracked and monitored regularly.

Use of Outreach or Alternative Provision (AP)

In cases where pupils require additional support beyond what the school can provide, we may collaborate with external agencies for outreach services or consider alternative provision (AP) placements. This decision is made in consultation with parents and relevant professionals to ensure the best interests of the pupil are met. Referrals may be made, following discussions with parents to:

- SIP
- CAMHS
- MHSC



Pupil Transition and Development

Induction and Reintroduction

At our school, we place importance on ensuring a smooth and supportive transition for all our pupils, whether they are joining us for the first time or returning after an absence. Our induction process is designed to help new pupils join our school, ensuring they feel welcome and secure from day one. We organise transition and induction sessions to help new pupils settle in comfortably and know what is expected of them.

For pupils returning to school after an absence, we understand the significance of their reintegration into the academic and social environment. Our staff work closely with these pupils and their families to develop tailored reintegration plans that address any underlying issues contributing to the absence and facilitate a seamless transition back into the school community.

Return from Exclusions

In cases where it has been necessary to use a Fixed Term Suspension, our school follows a structured and supportive approach to their return. This involves a reintegration plan that is coproduced at a Return From Suspension Meeting with parents or guardians. This plan will consist of behaviour expectations, with ongoing monitoring and support to help the pupil succeed academically and behaviourally. Further details are outlined in the school's exclusion policy.

Reduced Timetables

In situations where a reduced timetable is deemed necessary for a pupil, we adopt a pupil-centred approach. Our goal is to ensure that pupils still receive a high-quality education and the necessary support for their individual needs. Reduced timetables are implemented in collaboration with parents, carers, and relevant professionals to strike the right balance between academic progress and pupil well-being. We closely monitor the impact of reduced timetables to ensure that the pupil's educational and developmental needs continue to be met effectively.

Further information from the local authority regarding Reduced Timetables can be found here.

<https://www.southampton.gov.uk/media/2iabnv4x/scc-reduced-timetable-guidance-for-schools-2023.docx>

Alternative Provision

We recognise that some pupils may require Alternative Provision (AP) to meet their specific needs. We work in partnership with local alternative providers to offer a diverse range of educational options for these pupils. Our commitment is to ensure that alternative provision is aligned with each pupil's Individual Education Plan (IEP), with a focus on their academic, emotional, and social development. Regular communication and collaboration with alternative provision providers are maintained to track progress and ensure a smooth transition back to mainstream education when appropriate.

Expectations and Reasonable Adjustments for Pupils with SEND

At our school, we are committed to providing a safe and inclusive learning environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Our school's Behaviour Policy recognises the importance of individualised support for pupils with SEND. In line with the school Graduated Response to Behaviour, this individualised support can be given through;

Targeted IBPs (Behaviour Response Plans)

Targeted Individual Behaviour Response Plans (BRPs) are developed in collaboration with the pupil, parents or carers, and relevant professionals when necessary. These plans are tailored to the unique needs and challenges of each pupil with SEND and aim to promote positive behaviour and academic progress. BRPs outline specific strategies and



interventions to address behavioural concerns, set achievable goals, and regularly review progress to ensure ongoing support and improvement.

Provision Mapping (for Behaviour)

Provision Mapping is an integral part of our approach to supporting pupils with SEND. Our school's staff works closely with the Special Educational Needs Coordinator (SENCO) to identify and map the provision required to meet the diverse needs of our pupils. This includes allocating resources, staff support, and specialised interventions as needed. Provision Mapping is regularly reviewed and adjusted to ensure that pupils receive the appropriate support to enable them to access the curriculum and make progress in their learning.

Risk Assessments

The safety and well-being of all pupils, including those with SEND, are paramount at Our School. We conduct comprehensive risk assessments to identify potential risks and hazards that may affect pupils' behaviour or safety. These assessments consider both the physical and social aspects of the school environment. For pupils with specific needs, individualised risk assessments are developed, and reasonable adjustments are made to minimise potential risks. The findings of these assessments are shared with parents and relevant staff members to ensure a proactive and responsive approach to managing risks.

EHCPs (Education, Health, and Care Plans)

Pupils with SEND who have Education, Health, and Care Plans (EHCPs) receive a high level of personalised support. Our school collaborates closely with the local authority and relevant professionals to ensure that EHCPs are implemented effectively. These plans provide a detailed framework for supporting pupils with complex needs, encompassing their educational, health, and social care requirements. We strive to align our school's behaviour expectations with the goals and outcomes outlined in EHCPs, ensuring that pupils with SEND are fully included in all aspects of school life.

Child-on-Child Abuse

We are committed to creating a safe and supportive learning environment for all our pupils. Child-on-child abuse is a serious concern, and we take proactive measures to prevent, identify, and respond to any instances of such behaviour. Our approach is guided by the principles outlined in "Keeping Children Safe in Education" (KCSIE), the statutory guidance provided by the Department for Education.

Child-on-child abuse refers to any behaviour where one pupil harms or mistreats another pupil physically, sexually, emotionally, or psychologically. It can take various forms, including but not limited to bullying, harassment, child on child sexual harassment, and violence.

Prevention is a key aspect of our approach to child-on-child abuse. We promote a positive school culture where respect, tolerance, and empathy are core values. Our efforts include:

- Regular staff training on recognising signs of abuse and effective interventions.
- Age-appropriate lessons and discussions on healthy relationships and respectful behaviour.
- Encouraging open communication between pupils, staff, and parents to report concerns promptly.
- Establishing clear expectations for behaviour through our school's values and rules.

If a child-on-child abuse incident is reported or suspected, we follow our established procedures, in line with KCSIE, to ensure the safety and well-being of all involved parties. Our response may include:

- Providing immediate support to the victim, ensuring their emotional and physical well-being.
- Investigating the incident in a fair, confidential, and impartial manner.
- Implementing appropriate sanctions and interventions for the perpetrator.



- Involving external agencies and professionals when necessary to provide additional support and guidance.

We understand the importance of maintaining confidentiality when dealing with child-on-child abuse cases. All information is handled sensitively and shared only with those who need to know, in accordance with data protection laws and safeguarding procedures.

Use of Force and Powers to Search

We are committed to maintaining a safe and respectful learning environment for all pupils and staff. To ensure the appropriate and responsible use of force and powers to search within the school premises, we adhere to the guidance provided by the Department for Education (DfE) and follow a comprehensive set of policies and procedures.

DfE Guidance:

Our school's use of force and powers to search policy is guided by the Department for Education's statutory guidance on "Use of Reasonable Force" and "Searching, Screening, and Confiscation." We strictly adhere to these guidelines to ensure that any use of force or searches conducted on school grounds are lawful, proportionate, and respectful of individuals' rights and dignity.

Training for Staff:

To effectively implement this policy, all staff members who may be required to use force or conduct searches are provided with appropriate training. This training is designed to ensure that staff members have a clear understanding of the legal framework, the principles of proportionality, and the techniques required to safely manage situations that may require the use of force or searches.

Training Provider

The staff training is conducted by Securicare with expertise in disengagement management, de-escalation, and the use of force and search techniques within educational settings. This provider is chosen based on their up-to-date training that aligns with DfE guidance.

Medically Risk-Assessed Techniques

The safety and well-being of all individuals involved are paramount when considering the use of force or searches. Therefore, all techniques employed are medically risk-assessed to minimize any potential harm or injury to pupils or staff. Our school works closely with Securicare professionals to ensure that the techniques used are safe and appropriate for the age and physical condition of the individuals involved.

More information can be found in the school's Physical Intervention Policy.

Physical Intervention

A new provision came into force on 1 September 2006, which clarified the powers of teachers and other staff in using use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption.

The number of situations which require the use of some physical control or restraint are extremely small. We also recommend that all staff should not restrain a child unless absolutely necessary and must call for a member of the SLT immediately, or a member of staff who has been trained in positive handling by a body recognised by the school.

Types of Incidents:

There are a wide variety of situations in which reasonable force might be appropriate or necessary to control or restrain a pupil. These fall into three broad categories:

- where action is necessary in self-defence or because there is an imminent risk of injury
- where there is a developing risk of injury, or significant damage to property



- where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations that fall within one of the first two categories are:

- a pupil attacks a member of staff, or another pupil
- pupils are fighting
- a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to cause injury
- a pupil absconds from a class or tries to leave school.

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave the classroom
- a pupil is behaving in a way that is seriously disrupting a lesson

Before intervening physically an adult should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if he or she does not. The adult should continue to attempt to communicate with the pupil throughout the incident and should make it clear that physical control or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and adults should never give the impression that they have lost their temper or are acting out of anger or frustration.

Sometimes a teacher should not intervene in a situation without help (unless it is an emergency). In those situations an adult should remove other pupils who might be at risk and then summon assistance from a colleague or colleagues. Actions by trained adults should, where possible, avoid using any form of restraint unless another adult is present.

Application of Force

Physical intervention can take several forms. It might well involve staff:

- physically interposing between pupils
- blocking a pupil's path – holding
- pushing or pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back

Staff should NEVER:

- hold a pupil around the neck, or by the collar, or in any way that might restrict the pupil's ability to breathe
- slap, punch or kick a pupil
- twist or force limbs against trip a pupil
- hold a pupil by the hair or ear, or face down on the ground

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Recording Incidents

It is vital that there is a detailed, contemporaneous, written report of any occasion where force is used. There will be an incident log, kept by the Head Teacher of all incidents, which is sent to the Hamwic Education Trust. Immediately following any incident, the member of staff concerned should tell the Head or Deputy and provide a written report as soon as possible afterwards.

It is also essential to inform parents of any incident involving the use of force or restraint involving their child and give them an opportunity to discuss it. Staff will need to seek advice from a senior colleague when compiling a report. They may also find it helpful to contact the relevant professional association.



Our school's behaviour policy is designed to create a safe, respectful, and inclusive learning environment for all pupils. It is our collective responsibility to uphold these standards and values to ensure that every pupil can thrive academically and personally. By adhering to this policy, we foster a culture of respect, for our school values that will serve our pupils well in their academic pursuits and throughout their lives.

Associated Policies

This policy links to:

- Physical Intervention Policy
- Relationship Policy
- Exclusions Policy



APPENDIX 1: Distributed Leadership

Distributed Leadership of Behaviour

Roles	Role	Responsibilities
SEND governor	<ul style="list-style-type: none"> Strategic overview support and challenge 	<ul style="list-style-type: none"> Meet with SENCo on a half-termly basis. Reviewing CPOMS behaviour data with SLT responsible Provide written records for each visit to feedback to governing body Provide support and challenge to SLT in relation to behaviour in school Triangulate sources of evidence in order to understand progress the school is making towards school improvement for behaviour and inclusion
Headteacher	<ul style="list-style-type: none"> Strategic responsibility of Behaviour School intent for behavioural standards implementation and impact of behaviour policy 	<ul style="list-style-type: none"> Set standards and non-negotiables about behaviour within school To understand School/Trust strategy and hold senior leaders and year leaders to account for the quality of provision for identified pupils Ensure the Behaviour Policy and School Values statement are current and reflect provision across the school Ensure effective communication with parents to keep them informed about inclusive practice within the school and in regard to the individual provision and progress of their child. Oversee all pupils on reduced timetables in relation to challenging behaviour, ensuring reviews are fortnightly. Ensure the use of suspension is because of thorough investigations, following of policy and as a last resort. Act as a role model for all staff about inclusive behaviour and expectations Ensure the quality of education meets the needs of all pupils including those with challenging behaviours All Statutory duties outlined in national and local guidance for behaviour and discipline in schools

DHT	<ul style="list-style-type: none"> • Co-ordination of behavioural provision and deployment of staff. • Monitoring of behaviour strategy/provision. • Data analysis and evaluation of impact. • Integral focus on behaviour and behaviour for learning in all lesson observations. • Modelling and coaching for staff – problem solving and facilitated conversation. 	<ul style="list-style-type: none"> • Ensure all staff comply with systems for graduated response to behaviour. • Ensure accurate and ongoing identification of need to inform provision • Analyse CPOMS data and use information to inform planning for behavioural approaches • In-class informal support in modelling strategies and use of resources • Planned coaching of staff who require more intensive support for managing behaviour. • All Statutory duties outlined in national and local guidance for behaviour and discipline in schools
SENCO	<ul style="list-style-type: none"> • Monitoring of pupil progress within year group. • Monitoring of high-quality inclusive teaching and provision for SEND within year group. • Oversight of TA deployment and intervention across year group. 	<ul style="list-style-type: none"> • Support teachers to complete behaviour identification, Behaviour Response Plans and IBP's • Quality assure plans and programmes of support in year group meetings. • Check school-based plans are completed within agreed timescales. Quality Assure IBP targets are SMART, focused and fit for purpose Review and oversee graduated approach class lists. Actively work with parents to co-produce and review support plans, referrals and statutory paperwork to support outside agency support or outreach for behaviour Monitor the quality of behaviour plans and provision within lessons. Quality assures planning for identified pupils with challenging behaviour and provide feedback to teachers. • Check on high quality teaching for SEND pupils to ensure a lack of good quality teaching is not the underlying reason for behavioural concerns • Lead, manage, monitor and evaluate the use of the graduated response model in school.

		<ul style="list-style-type: none"> Oversee the graduated response to behaviour with regular reviewing and managing the entry and exit criteria
Class teachers	<ul style="list-style-type: none"> Delivery of inclusive teaching. Target setting. Monitoring progress of individual students. Monitoring of interventions. 	<ul style="list-style-type: none"> Ensure behavioural strategies are in line with essential and best practice as outlined in the Teaching & Learning Handbook for managing behaviour Oversee delivery of behaviour-based interventions. Make explicit links to interventions to support pupils in apply in learning situations. Identify pupils' strengths and barriers to learning and record Set long term outcomes and SMART targets for pupils in relation to their behaviour Liaise with external agencies, including completing any written documentation. Provide differentiated work which meets the individual needs of learners.
		<ul style="list-style-type: none"> Implement provision for pupils with identified behavioural difficulties, including resources and equipment. Provide planning for support staff to give them time to prepare for lessons. Facilitate time for support staff to prepare specific resources. Identify pupils for concern and contribute to the assess, plan, do and review cycle. Create climate and environment pupils to behave well in class Ensure the classroom environment is friendly, supports focus and concentration and engagement
Support staff	<ul style="list-style-type: none"> Delivery of interventions. Collation of data against targets/outcomes. 	<ul style="list-style-type: none"> Deliver structured interventions following delivery protocols. Record and track delivery of interventions. Record progress towards intervention targets and communicate with class teacher. Support year leader in collating documentation in preparation for SENCo. Read and be familiar with planning in order to be prepared for delivery.

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| | | <ul style="list-style-type: none">• Scaffold pupils' learning and encourage independence using the scaffolding pyramid• Support the teaching of SEND pupils under guidance of the class teacher• Feedback to the teacher of support given in lessons to inform future planning |
|--|--|--|



APPENDIX 2: Graduated Response

Stage	Provision required		Support and provision	Assessment, recording & monitoring systems	Monitored by
1	Universal Provision	1.1	Targeted observations for behaviour carried out and recorded by teacher. Recorded on incident log and ABCC sheet.	<ul style="list-style-type: none"> Reviewed alongside Pupil Progress meetings 	Class Teacher
		1.2	A cause for concern recorded		
2	Early intervention support	2.1	Use of Risk assessment to determine problem behaviours, frequency and severity	<ul style="list-style-type: none"> Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams 	Class Teacher Phase/Year Leaders
		2.2	Reinforcement (rewards and motivation) and environment (group settings, classroom set-up) to be reviewed to support with managing behaviour		
3	Targeted, additional support – Staff specific responses	1.1	Continue to collect behaviour incident logs	<ul style="list-style-type: none"> SENCo involvement 	Class Teacher
		3.1	Behaviour response plan to be written – alongside Inclusion Lead. Detail staff responses to specific behaviours, and share as a whole school response (those who come into contact with pupil)	<ul style="list-style-type: none"> Reviewed at Pupil Progress meetings with SENCo 	SENCo
		3.3	School ELSA Support (Referral form needed)	<ul style="list-style-type: none"> Intervention records 	

			Consider multi- agency support / TAF / TAC / Mental Health referral		
4	Targeted, intensive additional support Pupil placed on the SEND register	4.1 4.2 4.3 4.4 4.5	IBP written with SENCo support - Targeted new (behaviour) skills teaching Personalised behaviour targets – Tracked using TME (targeted, monitoring, evaluation system) Pupil profiling – identifying pupil strengths and needs in line with EHCP criteria areas Use of pupil specific provision map using individual checklist Inclusion of parents/carers, child as part of a Plan-DoReview cycle of targeted assessment and intervention Individual modifications to the curriculum to support engagement Consider request for statutory assessment and EHC Plan	<ul style="list-style-type: none"> • SEN Register • Pupil Passport • Individual Education Plan • IBP Progress Forms • SENCo – TME monitoring provision 	Class Teacher SENCo SLT
5	Provision over and above Stage 4		In addition to Stages 1 – 4: Education, Health and Care Plan (EHCP) reviewed annually Multi-professional support	<ul style="list-style-type: none"> • Annual Review Meeting and Report • Pupil Passport • Individual Education Plan • Plan 	Class Teacher SENCo SLT

			Individual Education Plan Identified on school provision map	IEP Progress Forms SENCo monitoring provision	
			Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services, Health colleagues, and CAMHS.		

To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support. 3 Training sessions written and available for Level 1-2 / Level 3 / Level 4

APPENDIX 3: Thinking Chair Script

When the child arrives in the classroom: (If the child is taken to the class by another adult the adult that took the child to the chair will complete the first box)

I'm sad to see you on my thinking chair. What has happened? How were you feeling? I know you are feeling XXX but it's not okay to XXXX

Now you are going to spend 10 minutes thinking about your choices.

After 10 minutes:

How do you think XXX is feeling? What should you have done in that situation? How will you change for next time?

This can be promoted if needed.

What could you do to help make things right?

- Say sorry
- Not show the same behaviour

I do not expect to see you on this thinking chair for XX again. Make better choices and follow the Golden Rules by (chose applicable ones)

- Being gentle
- Listening
- Being honest
- Being kind and helpful
- Working hard
- Looking after property

(if the teacher is in the classroom on their own this can be shortened. You must include what should you do next time and the last box)



APPENDIX 4: Behaviour on a Page

SHOLING INFANT SCHOOL – BEHAVIOUR POLICY SUMMARY

At Sholing Infant School, expectations in relation to behaviour are simple so that everyone can understand and follow them. Consistent and clear procedures **MUST** be used when acknowledging positive behaviour and when addressing misbehaviour.



PROMOTING AND REWARDING POSITIVE BEHAVIOUR

We expect all staff to:

- Follow our behaviour policy at all times with consistency.
- Meet and greet the children at the start of the day with a smile and a warm welcome –every day is a fresh start!
- Positively notice children following our Golden Rules
- Listen to the children and to hear their point of view
- Recognise and acknowledge the children's contributions to the social wellbeing of our school
- Consistently model appropriate and polite behaviour with all other adults and children
- Support all children to make the right choice of how to behave by redirecting them to our Golden Rules.
- Take responsibility for the behaviour of the children in their care
- Treat children as individuals and to show care and respect for them all
- For a minority of pupils, ensure that a Behaviour Response Plan or IBP is followed and a trauma informed response is adopted.
- Never ignore poor behaviour– 'The behaviour we walk past is the behaviour we expect.'

Rewards

- Verbal and non-verbal praise.
- Peer group praise
- Marbles in the jar
- Moving a peg up on our behaviour chart
- Kindness leaves
- Golden Rules Leaves
- Using other children as positive role models.
- Sharing children's successes of demonstrating positive behaviour to other staff
- Phone calls home
- Special jobs for children who may need refocusing around behaviour
- Trophies and special awards
- Golden table

CONSEQUENCES & SANCTIONS

Staff will have a positive relationship with children, will know their individual needs and will therefore know the appropriate time to use a sanction or consequence.

We will follow the steps listed below should our behaviour expectations (Golden Rules) not be maintained:

- Warning and reminder of the Golden Rules
- Second warning and move name to the straight face. Adults to support in adopting positive behaviours.
- Name moved to the sad face. Adults to support in adopting positive behaviours.
- Time on thinking chair in own class. Adults to support in adopting positive behaviours.
- Time on the thinking chair in another class. Adults to support in adopting positive behaviours.
- Time with HT/DHT. Restorative conversation. Lost learning time to be made up.

At play and lunchtimes

- Warning and reminder of the Golden Rules
- Second warning
- 5 minutes time out holding an adult's hand.
- Holding an adult's hand for the remainder of the break/lunch time. The class teacher will be informed.

Severe behaviour

- Behaviour that is intentionally unkind or violent
- Swearing
- Extreme (deliberate damage to property or possessions, bullying, consistent refusal to respond to adults)

- Taken directly to HT or DHT.
- This will be recorded by the HT/DHT on CPOMs.
- As a consequence, they will miss their next play/ lunchtime and will spend time reflecting on the Golden Rules. Where another child has been hurt or upset this will include making a sorry letter/ card. During this the child will be supported to reflect on their behaviour and agree what they will do differently in the future.