



TOWNHILL INFANT SCHOOL

BEHAVIOUR POLICY

Date- September 2025

Review Date – September 2026

Intent and Values

At Townhill Infant School we endeavour to create a positive and caring ethos for our pupils and continually strive to maintain a happy and co-operative school community. We expect high standards from our pupils in terms of learning and behaviour and from all our staff as positive role models. We are committed to the emotional well-being of the children and aim to ensure that every child is supported in the development of their social, emotional, and behavioural skills so that they become responsible members of the school and the wider community.

Positive behaviour is everyone's responsibility, and we expect all stakeholders to take accountability for this.

- School staff **must** respond predictably, promptly, and assertively when they become aware of misbehaviour.
- Our first priority is to ensure safety of pupils and staff and restore a calm environment.

The aims and purposes of responding to misbehaviour.

- **Deterrence** – can involve the use of sanctions.
- **Protection** – keeping pupils safe can involve removing a pupil from a lesson (may need a risk assessment)
- **Improvement** – reflective conversations or pastoral support

This policy will be adhered to by all members of staff- teachers, Teaching assistants, Administrative team, Site team and Lunchtime staff.

Aims and Values

In our school we will:

- teach children to think about their behaviour, to learn self-control and make a positive choice.
- give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- teach children politely and fairly so that they learn to be polite and fair.
- teach children to respect other people, their property, beliefs and feelings – and ultimately to respect difference.
- praise and reward good work, behaviour and attitudes – these will be linked to our 'Give me 5 rules'.

- involve parents in all aspects of school life, including their children's behaviour.
- ensure we create a climate where all children and parents are included and there is equality for all. Every child has the right to learn in a safe and orderly school which is underpinned by good behaviour.

We believe that:

- our school should be a place where children and staff feel safe and are happy and healthy.
- our school should be a place where children can learn, and teachers can teach without disturbance.
- All children will have access to an emotionally available adult to support their needs.
- children learn better when praised and rewarded – positive attitudes should be encouraged.
- children and the whole school community should know, understand, and accept our code of conduct and class rules – parental involvement and support is very important.
- everyone in school should be sensitive to issues of race, gender, SEN, and disability, as well as individual needs of children experiencing difficulties, in line with the Equality Act 2010.

We work hard to create a safe and happy environment in which all pupils can achieve their full potential.

We are a caring community whose values are built on mutual trust and respect and where we expect our children to develop high personal standards and strong moral values.

Relationships

Relationships within school are the foundation to ensure that positive behaviour is embedded within our school. Our Relationship Policy embodies our culture and ethos developed through a trauma informed approach where relationships are at the heart of every interaction and supports the whole community to include our staff, our pupils, parent(s)/carers.

Our priority as a school is to ensure psychological and environmental safety first. It is the foundation on which everything else depends. The ability to learn without fear and the fear of being shamed to relate to others, engage in learning within a calm and peaceful environment. Through a trauma informed approach our focus is not only the physical environment, but the relational environment and the very culture and ethos of our School. Our relationship policy outlines our approach in further detail.

Communication is the key to ensure that all stakeholders are aware of the school's expectations about behaviour. As a school we will be clear with staff, children, and parents about what we expect of them.

What we expect of children;

We expect all our children to:

- be polite and show respect - to all adults, other children, and visitors.
- listen to all adults, follow instructions, and comply with what is asked of them.
- listen to adults and each other, valuing each other's work and opinions.
- walk about the school quietly and calmly.
- take a positive interest in all classroom activities and to try as hard as they can.
- wait their turn to talk to members of staff and to each other.
- work and play co-operatively with each other.
- tell the truth and take responsibility for their own actions.
- 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.
- care for the school, its equipment, and the school environment.
- act as positive role models to each other showing kindness and empathy for all.

What expect of our staff;

- meet and greet children at the start of the day.
- listen to the children and to hear their point of view.
- recognise and acknowledge the children's contributions to the academic and social well-being of our school.
- consistently model appropriate and polite behaviour with all other adults and children
- be consistent in approach to behaviour management.
- create and maintain a stimulating, attractive and positive environment.
- support all children to make the right choice of how to behave.
- take responsibility for the learning and behaviour of the children in our care.
- never walk past or ignore children who are failing to meet expectations.
- ensure the safety of all children in class, around school and in the playground.
- treat children as individuals and to show care and respect for them all.
- Reward children who are living up to our high expectations
- Always redirect children by referring to our school rules

What we expect of our parents

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies (we understand that from time to time, clarification might be required about the application of a particular rule, in such an instance we respectfully ask that you speak to us as well as your child.
- Inform school about any issues at home that might affect a child's learning or behaviour A consistent approach

At all times our school will communicate with parents when needed to resolve any behaviour concerns. We will always share our concerns with parents and to work in partnership with them towards a positive resolution. We will always communicate any sanctions that may have been used within school during the school day so they are kept informed so we can ensure we are working together for every child.

We will work with a wide range of services and agencies including social care, virtual school, Educational psychologists and health to ensure we liaise with them so that, when needed, a joined up approach around the child's needs can be used to establish partnerships who work together for the best outcome for the child.

Leadership & Management

In our school behaviour is everyone's responsibility and we will all work together to promote positive behaviour.

Leaders within the school will be pivotal in establishing good and positive behaviour in school. We expect leaders to;

- Be a visible presence around the school.
- Regularly celebrate children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls, marvellous me and stickers
- Support teachers in managing children with more complex or challenging behaviours.
- Review provision for children who fall beyond the range of written policies.

Behaviour is constantly monitored by all staff consistently. When a child's behaviour is evaluated and causing concern the school staff work together to establish a plan to support the child to improve their behaviour. This is then shared with all stakeholders including parents to ensure that the plan is consistently followed.

Graduated response to inappropriate behaviour- records and systems.

As part of the response to inappropriate behaviour the school will follow HAMWIC trust's graduated response. (Please see appendix 1)

Stage 1 – Universal

Stage 2- Early intervention

Stage 3-Targetted 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.

School systems

In our school we will create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. We believe that every day is a new day and children should get a fresh start.

We have shared language that all staff use with the children, which follows the PACE approach.

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, like you might use when storytelling, 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."

"I can hear you saying that you hate me and you're feeling cross. I'll still be here for you after you calm down".

"I'm disappointed by what you did, but I know you were really upset. It doesn't change how much I care about you".

Curiosity

"I'm wondering if you broke the toy because you were feeling angry."

"I'm thinking you're a little nervous about going back to school today, and that's why you don't want to get ready this morning".

"I've noticed that you've been using a really loud voice, and if you're trying to tell me that you're angry with me."

"I'm a little confused. Usually, you love going for a walk, but today you don't want to go. I'm wondering what's different about today".

"When she couldn't play with you today, I'm wondering if you thought that meant she doesn't like you."

Sentence starters –

I wonder if....

Could it be...?

I am trying to imagine.... Can you help me understand...?

Tell me if I'm getting this wrong...

It sounds like you might really be struggling with...

Is there a part of you that...

As you were talking, I was starting to think that maybe...

Does this make any sense...?

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". "It seems to you like he hates you. That must be really hard. I know you like him a lot, so this is confusing". "I know it's hard for you to hear what I'm saying." "Me saying 'No' has made you angry with me. I get why you don't want to talk to me right now".

Sentence starters –

It sounds like it's been really tough....

You have had lots of tricky times...

I am so sorry it's been so hard for you...

I can't even imagine how that was for you... I really want to hear how it's been for you... That must have been so painful...

I think you are saying....

I think I get it.....

That makes real sense for me...

I think I am starting to understand now.....

I think you might be letting me know that....

If you had words for those feelings, I wonder what they would be....

Let's make sure I've got that right....

Promoting positive behaviour

Our main aim is to improve children's attitudes and achievement. We will create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise.

In class we will do this by:

- Using verbal and non-verbal praise
- Recognising positive behaviour/s and awarding smiley faces, stickers or using Marvellous me.
- Using other children as positive role models
- Adults modelling good behaviour towards each other and children.
- Identifying children who are displaying the behaviours associated with the SMSC theme of the week or the school's 'Give me 5 rules.'
- Showing their work, sharing their successes, or demonstrating positive behaviour to other staff, Deputy heads or the Head teacher
- Children will be chosen for special jobs to help the adults and develop responsibility.
- Members of staff informing parents, at the end of the day, when their child has demonstrated positive behaviour and shown a positive attitude either face to face or via Marvellous Me.

POSITIVE REINFORCEMENT

The premise of the school's behaviour policy is underpinned by promoting positive behaviour and reinforcing this with the following;

- Verbal praise- the children will be told how well they have done. This will be linked to feedback at the point of learning in our Feedback policy.
- Marvellous Me messages and badges shared with children and parents for work, behaviour, effort, kindness, good manners, being helpful and co-operation with others.
- 30 minutes' special time on Friday afternoon - this is an entitlement for all children if they have behaved appropriately and followed the Give me 5 Rules.
- Smiley faces on their 'smiley face chart' - 10 smiley faces and a certificate is given and sent home to share success with parents.
- Stickers for work, behaviour, helpfulness, sharing, being kind, effort, and good manners.
- Class reward systems e.g. marbles in jar, bubbles to pop- once class has achieved target. The class reward will be decided by children and teacher e.g. teddy bears picnic, extra playtime, bringing scooters into school.
- Head teacher's (HT) gold stickers
- DHT stickers silver stickers
- Star of the day
- Star of the week
- Citizen of the day
- Citizen of the week
- Townhill scholars board which displays the best work from each class (this is updated weekly)

The policy is underpinned at all times throughout the school day by the **'Give me 5 rules'**.

All our rules are designed to develop courtesy and respect. They are to protect children and adults from injury, to enable a positive learning environment, to care for equipment and to maintain a healthy environment. It is essential that parents and teachers work together through discussion and action on any problems which develop. Our school rules are;

3. Listen, think and do the right thing

2. Always share with others

4. Be kind, be helpful, be a

Friend- use kind words

1. Keep your hands and feet
to ourselves



5. Always try our best

These rules will be displayed in the class bases and shared with the children, so they know and understand them. They will be the basis of conversations with the children regarding their behaviour and as a reminder if a child is not following our school rules.

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;

1. An adult will remind child with a warning, explaining why they are not following the rules and what they need to do to change their behaviour.
2. If behaviour continues, they will be given a second and final warning. Adults will remind children of the school rules and what they need to do to change this behaviour.
3. If behaviour is not changing, then they will have their name moved to the cloud. Children will always have the opportunity to move back to the rainbow.
4. If their behaviour continues to be inappropriate, the child's name will be moved to the raindrop. This will be 5 minutes of their special time where they will have a restorative conversation with a trusted adult about what led to this and how we can change next time. This will use the school's shared language.
5. If the behaviour continues to be challenging, then the child will be seen by a member of SLT and a joined-up approach involving appropriate staff will be instigated and a behaviour plan put in place

6. Children who do not keep their hands and feet to themselves will have a restorative conversation with the ELSA directly after the incident about what led to the incident and how we can change next time. This will use the schools shared language. This behaviour would be deemed as severe and will result in missing the following day's play and lunchtime. During this the child will be supported to reflect on their restorative conversation and what they will do differently in the future.

Within the classroom we will use a series of symbols to indicate to children whether they are behaving in way that is in line with expectations or whether they need to change their behaviour. These symbols will be presented in a horizontal line which is in line with our trauma informed approach and the child will be allocated an animal so that their name is not displayed which is in line with our trauma informed approach. Children will be moved across to the left and right dependent on their behaviour. Please see the symbols below;



All children start on the sun at the beginning of each day. If the staff observe children behaving well and working well, they can move to the rainbow then the shooting star and then the pot of gold. If children's behaviour is not in line with the schools' expectations, then they are moved onto the thinking cloud and given time to reflect on their behaviour with an adult. If their behaviour changes, then they are moved back to the sun. However, should the behaviour continue then they 'drop' down to the raindrop and a sanction is given in line with school's policy. They are then moved back onto the cloud to be given another chance. If the behaviour continues, then a senior leader will be called, and further sanctions/consequences are given. Children are given smiley faces for their individual charts at the end of the day if they have stayed on the sun or rainbow and an additional smiley face if they have reached the star. Children who move onto the pot of gold are given additional special time on a Friday.

At Play and lunchtimes

1. An adult will remind child with a warning, explaining what they need to stop doing.
2. If behaviour continues, they will be given a second and final warning.
3. If behaviour is not changing, then the child will have 5 minutes' time out by the 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 their behaviour continues to be inappropriate, then steps 1 and 2 will be repeated. If this is still not effective in amending their behaviour, then the child will either remain holding an adult's hand for the remainder of play or lunchtime. The class teacher will be informed, and 5 minutes of special time will be lost.

Severe Clause- If the behaviour is severe (not keeping their hands and feet to themselves) and a child has been hurt then they will immediately have to hold an adult's hand for the remainder of play or lunchtime. The HT or DHT will be informed and will speak to the child involved and they will subsequently have to miss the following days play and lunchtime play as stated above. The child will have a restorative conversation with the ELSA immediately after lunch as outlined above.

Other Severe clauses

This involves behaviour that is deliberately unkind or violent - where someone is hurt, swearing or so extreme it is unacceptable will be taken directly to HT or DHT.

Behaviour in this category includes: -

Verbal abuse

Deliberate damage to property or possessions

Bullying

Consistent refusal to respond to adults.

These other severe clauses will be dealt with following the system for the severe clauses above.

On-line behaviour and safety at school and home

Behaviour online, both whilst at school and at home, is an increasingly important area and we will work together with parents to ensure that our children are able to use the internet safely.

On enrolling at Townhill, all parents will sign a home/school agreement. This document ensures that children understand the way in which we expect them to behave when using ICT resources at school.

Online bullying (often called cyberbullying) is also something that we ensure that all parents and children are aware of through our curriculum and newsletters. We will ensure that we are regularly sharing the importance of online safety with parents using the following questions.

'If your child has access to the internet at home, do you know...

What your child is doing when using the computer? The dangers of using a chat site or email account? How old a child must be to have any social media account? How to monitor your child's use of the internet? '

Conduct outside of school.

The behaviour policy will be adhered to and followed outside of school in the same way it is when the children are in school. All staff will reinforce the same high expectations for behaviour when in

the public domain for example on school trips or visits. We will expect the children to be polite and show care and consideration to others.

Any inappropriate behaviour will be dealt with immediately and reported to HT as soon as possible. Any consequences or sanctions will be carried out on child's return to school if possible or the next day.

Any report from the public will be dealt with seriously by the HT. The HT will undertake an investigation and apply any consequences and sanctions within school as needed. The child or children will be expected to apologise either personally or in a letter. If deemed serious then the police will be contacted by then school.

Behaviour Curriculum

At Townhill Infant, Behaviour will be taught to all pupils, so that they understand what behaviour is expected and encouraged and the consequences from not following these expectations.

The school will teach behaviour through the SMSC/PSHE curriculum and assemblies. Our SMSC/PSHE curriculum has been written so that 12 core topics are taught and the skills and knowledge within this is built upon each year. This ensures that the children have clear progression in developing and embedding the skills and knowledge.

We will promote behaviour through daily practice of modelling behaviour, high expectations and adhering to school rules.

Pupil support and interventions

It is the role of all staff to support behaviour within our school. All staff will build and establish relationships with children so that they are an emotionally available adult to all the children. This will mean that children have a range of emotionally available adults if needed. There are specific adults who have dedicated time to focus on promoting positive behaviour.

ELSA- Their role is to support children's emotional and mental health, restorative practice/conversations and to support identified children's needs.

Trained Trauma practitioner- Their role will be to support staff with the school's trauma informed approach, to lead training and be the expert for staff to ask for advice.

Small group interventions with trained staff- This will include social skills, sand play, big empathy drawings, sensory play and emotion cards.

Outreach/Alternative provision

Definition -Alternative provision is educational provision for students who are unable to access mainstream education for several different reasons, or who are unsuited to the mainstream provision on offer.

The school recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all students to succeed. Moreover, we recognise the need to offer the type of provision that allows some students to achieve their potential outside of what is accessible at our school. We will work with different local providers to help students who have struggled to reach their potential in a school-based environment to succeed.

The school will only use those AP providers who have been approved by HAMWIC trust. We will carry out all necessary risk assessments and safeguarding checks before any of our child access any of these services.

We will liaise with the AP provision each week to monitor and evaluate the child's progress and to ensure it is having a positive impact. This provision will be reviewed regularly by all stakeholders involved.

Pupil transition and development

Part time tables.

Our school will not use part- time timetables unless directed by HAMWIC trust, LEA or other agencies who feel that this would be in the best interest of the child. We would jointly work with all stakeholders if this were needed.

Fixed term suspension;

This will only be used and enforced when;

The child's behaviour has breached the threshold within this policy or by allowing them to stay in our school they would seriously harm their education or welfare, or the education or welfare of other pupils. If this is the case then a fixed period of suspension will be used to allow time for the school to make any changes deemed necessary to modify, on return to school, the behaviour that the exclusion was given for.

Fixed term suspensions will only be sanctioned by the head teacher or acting head teacher or by the deputy if the head is not contactable for example in another country on an educational visit.

No child will receive fixed term suspensions which total more than 45 school days in one school year.

If a child is to receive a fixed term suspension, then we will contact the parent on the day of the suspension by phone and follow this up with a letter giving the fixed period of suspension and the reason for it and inform the parents that it is their duty for the period of the suspension to ensure that the child is not present in a public place during our school hours.

After the time period of the suspension is completed the child and parent will come to a reintegration meeting with the HT or DHT at a specifically given time. This will allow both parties to discuss the suspension and for the school to share the modified behaviour plan with the child and parent.

The school will notify both the LEA and HAMWIC of the suspension.

We will collect, monitor, and analyse any behaviour data internally in order to interrogate repeat patterns and the effectiveness of any interventions or plans.

Permanent exclusion; Our school will only exclude a child as a last resort after exhausting all other avenues to improve their behaviour.

However, If a child is permanently excluded the governors will review the head teacher's decision and will inform the parents of their views. We would inform the parents of their rights to appeal, by letter, to the local authority if, after the governor's review, the exclusion was enforced.

The school would notify HAMWIC and the local authority of any permanent exclusion.

Use of Reasonable force.

If reasonable force is needed it will only be carried out if it is necessary to stop the child injuring themselves or others, damaging property or causing a serious disturbance or injury.

Where reasonable force is required 2 trained members of staff will remain with the child until they are calm and no longer in danger. To ensure safeguarding of both staff and child any use of reasonable force will be undertaken by 2 trained members of staff.

This will always be recorded using the HAMWIC reasonable force incident forms and will be reported to the Head teacher. A copy will be sent to HAMWIC, and a copy kept in the school office.

Expectations and reasonable adjustments for pupils with SEND

Our school's culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils, including those with SEND, can achieve and thrive both in and out of the classroom.

We recognise that some behaviours are more likely be associated with specific types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction and behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

To support those children with SEND we will use a graduated approach to assess, plan, deliver and review the impact of the support being provided.

As a school we are aware of all the legislation about SEND children. We will adapt our strategies and approaches to ensure that SEND children are at no disadvantage and we meet their needs. This may involve an individualised approach (IBP) when dealing with behaviour and recognising that some Phenotype behaviours are due to the SEND needs of the child not always poor behaviour.

This may include;

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long.
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- training for staff in understanding conditions such as autism. Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.

The SENCO will map the provision for SEND children and this may include additional provision, planning, strategies, approaches, or support to achieve, behave and thrive. Risk assessments will be used, when appropriate, to ensure the safety not only of the child but also the other children.

If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be planned and provided for. The school will create individualised plans for these children and ensure that the steps within the plans are 'broken down' into small achievable chunks. The school will work jointly with any outside agencies involved with the child so that they, achieve, behave, and thrive.

Child on child abuse

Within our safeguarding policy is the statement and procedures on how the school deals with child-on-child abuse and this is in line and refers to the guidance in keeping children safe in Education 2022.

The school recognises that child on child abuse can happen in our school and all staff are expected to monitor behaviour to look for any signs that this may happen. All staff have a duty to safeguard all our children and understand that they need to be respond predictably, promptly, and assertively when they become aware of misbehaviour.

Use of force and powers to search.

The school will reserve the right as stated in the DFE guidance searching, screening and confiscation 2022 to search and confiscate anything which may harm and put others at risk. The list of prohibited items (DFE publication 2022) is;

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been or is likely to be used: • to commit an offence, or • to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations: 3 • tobacco and cigarette papers;4 • fireworks; and • pornographic images.

Training for staff

The school will ensure that all staff has all the appropriate training they need. This may be in house training for outsourced to another provider. The school will always choose the most suitable training available to ensure staff are equipped with the best skills and knowledge available.

The school will base this training on an analysis of the needs of the school and children.

In line with guidance this policy will be reviewed annually.

Beverly Corbin- Headteacher

September 2025