



Woolston Infant School

Behaviour Policy

Authorised on behalf of the Local Governing Committee:	Andy Steege Chair Governors Date: September 2026	Next policy review due: September 2027
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Behaviour Policy

Aims

This policy aims to:

- Provide a consistent approach to behaviour management in the school
- Define what we consider to be unacceptable behaviour
- Outline how pupils are expected to behave
- Summarise the roles and behaviours of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

We are a caring community with values built upon an ethos of mutual trust and respect. This policy is designed to uphold these values and the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure through promoting good behaviour and dealing promptly with unacceptable behaviour.

The principles and practices that are outlined in this policy reflect our aim to uphold the *National Minimum Standards of Behaviour in Schools* as outlined in Department for Education (DfE) guidance. Behaviour is managed promptly, predictably and with confidence in order to maintain a calm environment so that all pupils and staff flourish in safety and dignity (*Behaviour in Schools*, February 2024).

Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour within our school and as such outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Woolston Infant School. It is a working document designed to enhance the development of positive relationships between children, adults in the school, parents and other members of the wider school community.

This policy is based on guidance and advice from the DfE on *Behaviour and discipline in schools*, *The Equality Act 2010*, *Use of reasonable force in schools* and *Supporting pupils with medical conditions at school*. It is also based on *The Special Needs Code of Practice*.

This document sets out our approach to improving the engagement of children and their progression to ensure improved Teaching and Learning leading to the raising of standards, in a safe environment, free from disruption by others. It sets out the framework for the behaviour, responsibilities, values and attitudes expected of our school community related to Teaching and Learning, Behaviour for Learning, and Restorative Practice.

This policy will be reviewed annually, at the very least, by all members of the school community including our pupils.

Our school is characterised by absolute clarity and consistency about expected standards of pupils' behaviour; clear boundaries and routines, success and achievement for our pupils, whatever their starting point. By planning for the needs of individual pupils, and the active involvement of pupils in their own learning and 'in the moment' feedback, children are interested and on task which helps to avoid the disaffection which can lie at the root of poor behaviour. Our school and our classrooms reflect a real sense of belonging, a sense of identity through mutual support and rules. We have clear systems of rewards and sanctions, which are consistently, and

fairly, applied. Positive and specific praise for good behaviour and celebration of successes are at the heart of our practice. Praise and rewards need, as far as possible, to be immediate to reinforce positive behaviour. Children live in the short term; the here and now. Maximum use of parallel praise; praising the behaviour we want to see more of; praising the children who are doing the right thing rather than criticising those who are not following our expectations for behaviour. We are committed to giving as much feedback to parents on children's successes and good behaviour as possible.

What is good behaviour?

It is our belief that behaviour is learnt and therefore can be changed or re-learned. We aim to teach children how to be considerate and self-disciplined individuals.

As a school we recognise that children learn by example and therefore we aim to provide children with a positive image of harmonious relationships and common courtesy between all the adults and children who work within Woolston Infant School.

In school we believe in setting a good example and having high expectations of behaviour at all times, whether that is in school, on educational visits or representing the school in the community.

All adults working with the children have a responsibility for behaviour. The children are expected to respond politely and co-operatively to whoever is responsible for them.

Unacceptable Behaviour and Serious Misconduct

Whilst we recognise that behaviour is a form of communication and that children may require support to meet our expectations, some behaviours are unacceptable because they undermine the safety, wellbeing and learning of other children and staff.

Examples of unacceptable behaviour include:

- Deliberately refusing to follow reasonable instructions from staff.
- Disrupting the learning of others.
- Inappropriate language or verbal aggression.
- Physical aggression towards another pupil or adult.
- Deliberately damaging school property or the property of others.
- Bullying, including emotional, verbal, physical and online.
- Discriminatory behaviour relating to a protected characteristic.
- Unsafe behaviour that places themselves or others at risk.
- Repeated breaches of the school's Golden Rules.

Serious incidents may result in a more immediate response from senior leaders and parents will normally be informed as soon as feasible.

Our expectations of children at Woolston Infant School

We expect children to:

- Work hard and to the best of their ability
- Talk to each other politely and in a courteous manner, using social phrases such as 'please' and 'thank you' appropriately
- Walk inside the building

- Demonstrate quiet, orderly behaviour around the school
- Accept responsibility for personal behaviour and to apologise when necessary
- Show respect, care and kindness for others
- Listen to others' points of view
- Show respect and care of belongings and surroundings
- Be patient with others
- Respond appropriately to any adult

At Woolston Infant School we ensure our communication systems create a positive partnership with parents. We feel this is crucial in maintaining the behaviour expectations in the school. Where behaviour is causing concern parents will be informed at an early stage so that we can work together on creating and implementing solutions. This positive partnership with parents is crucial in building trust and developing a common approach to behaviour expectations and strategies.

Off-site behaviour

Our expectations of behaviour are not only for in school but stem to any off-site visit, trips or activities. Rewards and sanctions may be applied appropriately, where a pupil has behaved or misbehaved off-site when representing the school.

Online behaviour

As part of our curriculum, we teach pupils how to behave and stay safe when using electronic devices. This includes online safety. Parents also have a responsibility to ensure pupils use the internet responsibly at home and that parents should not be allowing pupils to create online social media accounts.

Roles and responsibilities

Governance

The Governing body are responsible for monitoring the behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Governing Body will:

- Review behaviour data and trends.
- Monitor the effectiveness of this policy.
- Ensure behaviour practices are fair, lawful and consistently applied.
- Seek assurance that vulnerable pupils, including those with SEND, are appropriately supported.
- Hold school leaders accountable for maintaining high standards of behaviour and safety.

The Head Teacher

The headteacher is responsible for reviewing and approving the policy. The headteacher will:

- Set the expectation of the desired behaviour and ensure pupils, staff and parents are aware of them
- Ensure the school environment encourages positive behaviour
- Visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy

- Be highly visible, with leaders engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Ensure that all new staff are inducted clearly into the school's behaviour policy to ensure they understand its rules and routines and how best to support all pupils.
- Consider the development needs of staff
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
- Engage with external agencies such as Educational Psychologist, Mental Health School Team, therapists etc to inform effective implementation of this policy

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly
- Responding predictably, promptly and assertively – following all steps of the school behaviour strategy
- Modelling positive behaviour in the building and beyond
- Providing a personalised approach to the specific behavioural needs of pupils
- Seeking support from the senior leadership team and/or SENCO should there be repeated incidents
- Recording behaviour incidents – these are to be inputted onto CPOMS and keeping parents informed of incidents or changes in behaviour

The senior leadership team will always support staff in responding to behaviour incidents.

Staff will follow statutory guidance to ensuring that in responding to misbehaviour they will respond predictably, promptly and assertively as our first priority is to ensure safety of all and restore a calm environment.

Staff will take account of any contributing factors that are identified after a behaviour incident has occurred including any SEND needs or previous experiences and trauma that may be apparent.

Parents

Parents are expected to:

- Support their child to follow the school rules
- Praise children for positive behaviour and celebrate their successes
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behaviour concerns with the class teacher promptly
- Where necessary, meet with members of the school leadership team

Positive relationships

Positive relationships and a shared understanding and application of this policy are crucial in maintaining a successful whole-school approach to behaviour. By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

We will ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

At Woolston Infant School everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in the behaviour policy is central to our whole-school approach to behaviour as consistent implementation helps to create a predictable environment in which pupils feel secure, safe and confident. We recognise that some pupils may require additional support to meet a school's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

Staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships at all times, as defined by the school behaviour policy. All pupils will also be taught about positive, healthy relationships as part of our PSHE curriculum.

Positive relationships with parents play a vital role in maintaining high standards of behaviour in school and all staff and governors at Woolston Infant School are committed to building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes. We will include parents in any pastoral work following misbehaviour, where appropriate, including attending reviews of specific behaviour interventions in place.

Recording incidents

All staff have the responsibility to record behaviour incidents. Behaviour incidents are recorded and placed onto CPOMS, where incidents are monitored and evaluated by the Headteacher and senior leadership team. This is monitored regularly in senior leadership meetings.

Our Golden Rules

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

- Be kind and look after each other
- Move sensibly around our school
- Keep your hands and feet to yourself
- Stop look and listen when an adult talks to you
- Look after our school and everything in it
- Always try your best

These rules are the foundation on which behaviour is based. The school's "Golden Rules" will be displayed in the hall, every classroom and outside. There will be photographs of children keeping the rules to provide a visual reminder to all children about what 'good' behaviour looks like. These rules and behaviours are enhanced through our PSHE curriculum and whole school assemblies. Linking to these rules are the expectations of everyone at Woolston Infant School to be: ready, safe and kind. Each of these expectations corresponds to a "Golden Rule" and children are taught the meaning of what each expectation looks like and why it is important.

Our whole school strategy

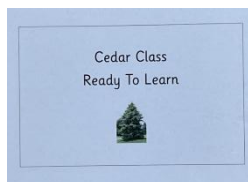
The emphasis of the school behaviour strategy is on reward and praise. In every class across the school, we have a 'names on pegs' behaviour system. Each day, every child begins positively with their name on the smiley face. If during the day a child demonstrates appropriate behaviour, they may be asked to move their name up to the learning dragon where they may well be learner of the day. If there is an incident of behaviour that is inappropriate or against our agreements, then the child may be asked to move their name down a stage. A child may be able to move their name up or down on any stage of the system.



Learning Dragon



Smiley face



Cloud



Sad face

Rewards and consequences

Rewards

When children behave in a positive way, keep the school rules and demonstrate the school values, the following rewards will apply

- Verbal praise and smiling at children
- Verbal praise to parents about their child, this could include showing parents their work or a phone call home to offer more in-depth praise
- Stickers
- Star of the week
- Contributions to whole class reward
- Some children may have an Individual Behaviour Plan (IBP), but they will also contribute to the whole class reward.

Whole Class Rewards

- Each class will work towards a reward which they will agree beforehand e.g., Outside activities, art activities, playtime, cookery, disco etc. For example:
 - Year R 20 dragon hops achieve a reward
 - Year 1 100 dragon points achieve a reward
 - Year 2 100 pebbles in a jar achieve a reward

All adults can reward children, all adults have the same responsibility for rewards and sanctions.

Consequences

If a child chooses not to behave in an appropriate way, and not keep the school rules, then the following consequences will apply:

- Verbal warning

- The child will be moved to another part of the classroom
- The child will have time out in the classroom away from the other children
- The child will have time out in another classroom
- The child will have time out with the Headteacher / Deputy Headteacher

A similar hierarchy of sanctions will apply at lunchtime

- Verbal warning
- The child will be moved to another part of the playground or the hall
- The child will have time out with a Lunchtime Supervisor
- The child will have time out with the Headteacher / Deputy Headteacher

Behaviour management

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

They will:

- Create and maintain an environment that is conducive to learning
- Display the behaviour chart
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/after lunch, or at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement

Pupil support and intervention

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

We have trained staff, who support pupils with behaviour as and when required. Our trained ELSA and nurture staff supports pupils with any specific behaviour issues to ensure they can meet our behaviour expectations. Small group interventions such as 'zone of regulations' are conducted to develop the skills to address the behaviour. We recognise the behaviour is a symptom of the problem, not the problem. The nurture room, ELSA room and adjoining library are calming places in the school where pupils who are struggling to regulate their behaviour may go to.

Zones of Regulation

Woolston Infant School uses the *Zones of Regulation* framework to support pupils in developing self-awareness, emotional regulation and positive behaviour. The framework helps children to recognise their emotions, understand how they are feeling and learn strategies to support their own regulation and wellbeing.

The Zones are taught through our PSHE curriculum, nurture provision and day-to-day classroom practice. Pupils are encouraged to identify their current zone and, where appropriate, select strategies that help them become ready for learning.

The four Zones are:

- **Blue Zone:** Feeling tired, sad, or unwell.
- **Green Zone:** Feeling calm, happy, focused, ready to learn and in control.
- **Yellow Zone:** Feeling worried, frustrated, excited, silly or unsettled.
- **Red Zone:** Feeling overwhelmed, angry, terrified, out of control or experiencing intense emotions.

The school recognises that all Zones are normal and expected. No Zone is considered "bad". The aim is to support pupils to recognise their emotions, understand how these feelings may affect their behaviour, and develop effective regulation strategies.

Staff will:

- Model the language of the Zones consistently.
- Support pupils to identify and communicate their feelings.
- Teach and reinforce appropriate self-regulation strategies.
- Use co-regulation approaches where pupils require adult support.
- Recognise that pupils may need different levels of support depending on their age, developmental stage and individual needs.
- Consider whether difficulties with regulation may indicate an unmet emotional, sensory, safeguarding or special educational need.

Examples of regulation strategies may include:

- Movement breaks.
- Calm breathing techniques.
- Mindfulness activities.
- Access to a quiet or nurturing space.
- Talking to a trusted adult.
- Sensory resources where appropriate.
- Time for reflection and emotional processing.

The Zones of Regulation framework is used to support pupils in understanding and managing their emotions and is not used as a behaviour sanction or consequence system.

Any child who regularly presents challenging behaviour will have a Behaviour Response Plan (BRP) and an Individual Behaviour Plan (IBP). This process will involve:

- A functional analysis of the behaviour
- Seeking the views of the child
- Parental knowledge, views and agreement
- Ensuring all parties agree the plan is within the DFE guidelines
- Sharing and agreeing the plan with a member of the leadership team

- Reviewed on ongoing basis and formally in line with school annual review

The plans detail known information including:

- A precise description of the challenging behaviour
- Possible reasons for the behaviour (why it occurs and known triggers)
- Detailed staged approach to how the behaviour will be dealt with
- Any emergency actions to be taken
- Incident forms will be completed and monitored. Detailed procedures are to be followed

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 an IBP and BRP in place. It may also be needed where a child exhibits extreme behaviour or if they are experiencing acute distress as a result of the incident.

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* where this is needed.

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 really 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 into 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 to use: *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 pretty 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 to include: *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...*

Physical Intervention

Staff will employ a range of non-invasive interventions to seek to de-escalate a situation. These may include verbal de-escalation, distraction, humour, space, silence and solitude or a combination of these. The relationship between the staff member and the student can be critical in the success of non-invasive interventions.

There are staff trained to use a simple non-intrusive form of physical intervention via Securicare, but this must only be employed when all alternative strategies to de-escalate a situation have been exhausted and only when absolutely necessary; typically, when a student is putting themselves or other students and/or staff, at risk of danger or harm. Any intervention will be recorded and shared immediately with parents.

Pupils have a wide range of individual needs which can change over time. As such, they require a flexible approach within an overall structure of consistency. Whilst we envisage that our universal behavioural approach will be effective for most pupils, some pupils will require extra support for us to ensure a calm school environment. A graduated response to behaviour allows staff to support pupils according to their current level of need.

Graduated response to behaviour

	Provision required		Support and provision	Assessment, recording & monitoring systems	Monitored by
1	Universal Provision	1.1 1.2 1.3	Targeted observations for behaviour carried out and recorded. Recorded on incident log and ABCC sheet. Use of motivation assessment scale for specific behaviours to help aid understanding of communicative function. Subject engagement analysis to support bespoke planning	Reviewed alongside Pupil Progress meetings	Class Teacher
2	Early intervention support	2.1 2.2 2.3	Use of Risk assessment to determine problem behaviours, frequency and severity Inclusive Teaching Checklist used to support access to classroom access reinforcement (rewards and motivation) and environment (group settings, classroom set-up) to be reviewed to support with managing behaviour A cause for concern recorded	Reviewed at Pupil Progress and Phase Review meetings with Leadership Teams	Class Teacher
3	Targeted, additional support – Staff specific responses	1.1 3.1 3.2 3.3	Continue to collect behaviour incident logs 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 the pupil) Emergency protocols for positions of danger School ELSA Support / Nurture intervention support (Referral form needed)	- SENCo involvement - Reviewed at Pupil Progress meetings with SENCo - Intervention records Consider multi- agency support / TAF / TAC / LA referral	Class Teacher SENCo
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 an individual checklist Individual modifications to the curriculum to support engagement Consider request for statutory assessment and EHC Plan	- 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		Education, Health and Care Plan (EHCP) reviewed annually Multi-professional support Individual Education Plan Identified on school provision map Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services, Health colleagues, and CAMHS.	- Annual Review Meeting and Report - Pupil Passport - Individual Education Plan - IEP Progress Forms - SENCo monitoring provision	Class Teacher SENCo SLT

Suspension and Permanent Exclusion

Woolston Infant School aims to support all pupils to successfully meet behavioural expectations and views suspension and permanent exclusion as measures of last resort.

The Headteacher may consider suspension or permanent exclusion in response to:

- Serious breaches of the behaviour policy.
- Behaviour that places the safety of pupils or staff at risk.
- Persistent and repeated breaches of the behaviour policy where support strategies have not been successful.

Any decision to suspend or permanently exclude a pupil will be made in accordance with current statutory DfE guidance and school procedures.

The school will continue to work with parents and relevant agencies to ensure appropriate support is provided.

Online 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 Woolston Infant School, 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?

Training

Our staff are trained in managing behaviour as part of their induction process. Training is updated regularly, and the policy and practices are reviewed annually.

Links with other policies

- Safeguarding policy
- Anti-bullying policy
- SEND policy
- Attendance Policy
- Complaints Procedure