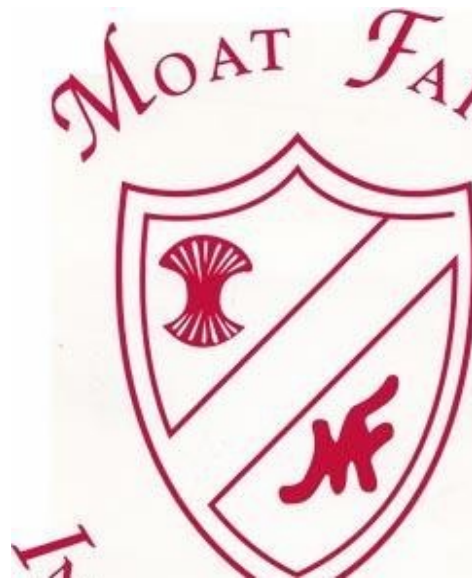


# Positive Behaviour Policy



## Moat Farm Infant School

<b>Approved by:</b>	Hannah Massey	<b>Date:</b> January 2023
<b>Last reviewed on:</b>	January 2023	
<b>Next review due by:</b>	January 2024	

## Aims

Moat Farm Infant School is an inclusive school that meets the needs of children aged between 2 and 7 years old. This includes children with a range of special educational needs and also children who come from complex family backgrounds. At Moat Farm Infant School, we aim to enable all children to succeed and reach their potential in their academic, creative, personal, moral and spiritual development. Our school is a place where young children can feel safe, happy and have a positive self-image. As young children, some of them may need help to manage, understand and articulate their emotions and our staff are here to help them succeed in this. Effective teaching and learning is dependent upon positive relationships between staff and children, as well as peer to peer relationships.

Our behaviour policy aims to:

- Provide a safe environment where all children can learn and achieve
- Provide a positive restorative approach towards managing behaviour
- Outline our system of rewards and when required, sanctions for socially unacceptable behaviour
- Encourage and support children to become well rounded, happy, respectful, and caring individuals
- Be solution focused and support children to understand and take responsibility for their behaviour choices

## School Rules

The school rules clearly define the high standard of behaviour that we expect in school from our children. They are referred to frequently by staff and should encourage the children to be positive in all they do, and help to establish a happy environment for children to work in. These rules will be explicitly taught and embedded with the children right from Nursery through to Year 2. This creates our whole school ethos of positive behaviour at Moat Farm Infant School and links with our school motto 'At Moat Farm Infant School everyday; we learn, achieve, have fun and play'. These have been agreed by the children, staff and Governors as a whole school, consistent approach:

- **We listen**
- **We are kind**
- **We work hard**
- **We are helpful**
- **We are safe**
- **We look after our things**

Every child in school will be given a copy of the 'School Rules' to take home. This ensures a home/school partnership, encouraging shared ideas, beliefs and expectations. The school rules are displayed around the school and in all classrooms to reinforce the expected behaviour, and for staff to continually refer to them in lessons and assemblies/circle times.

All staff have a responsibility for supporting personal, social and emotional development, including issues concerning behaviour. We expect all staff, volunteers and students to be a positive role model of behaviour by treating children, parents and one another with friendliness, care and courtesy.

We aim to use positive pro-active strategies to promote positive behaviour in children.

These include:

- Support every child in developing self-esteem, confidence and feelings of competence.
- Support every child in developing a sense of belonging in our group, so that they feel valued and welcome.
- Acknowledge considerate behaviour such as kindness and willingness to share.
- Acknowledge children's considerate behaviour towards another who is hurt or upset.
- Provide activities and games that encourage co-operation and working together.
- Support children in finding a solution to a problem (conflict resolution). Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.
- Ensure a child has a turn, after it has been said that they are next.
- Avoid creating situations in which children receive adult attention only in return for socially unacceptable behaviour.
- Support every child to recognise, talk and label their feelings, and understand how actions can make others feel.
- 'Praise in public' and 'Reprimand in private'

### **EARLY YEARS FOUNDATION STAGE (under 3 year olds)**

When children under three behave in socially unacceptable ways or inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children. We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress independently at this age, and require sensitive adult co-regulation and support to help them learn to do this.

Common inconsiderate or hurtful behaviours of young children include tantrums, biting, snatching and hitting out. Staff will remain calm, offer comfort, help children to manage their feelings and talk about them to help resolve issues and promote understanding.

## EARLY YEARS FOUNDATION STAGE (under 5 year olds)

At Moat Farm Infant School we believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the EYFS curriculum for supporting personal, social and emotional development. We recognise that young children require help in understanding the range of feelings experienced. In the event of inappropriate behaviour displayed by children, staff will seek to understand why a behaviour is being demonstrated and have a reflective conversation with the child.

## Positive strategies - Incentives and rewards

In addition to verbal praise and positive affirmation throughout the day, we have a number of incentives and rewards to recognise and celebrate good behaviour, good work, and children who follow our six school rules.

- Star Learner of the week - This is one chosen child from each class (Reception – Year 2) who has produced an excellent piece of work or demonstrated excellent learning in a subject throughout the week. Each child (KS1) will receive a certificate in the celebration assembly from the Head teacher or in EYFS from the class teacher in the celebration circle times. Each child will have their photo taken with their certificate for display in school.
- ‘Going for Gold’ – In EYFS and KS1 each child has a booklet to collect stamps and special stickers for demonstrating positive learning behaviours and attitudes in their lessons. When the booklet is full the children get to share their booklet with a member of the Senior Leadership Team, where they are given a special Head Teacher sticker to complete their booklet and they choose a prize. They also have a message and Head Teacher Award badge awarded to them on our parent communication app, Marvellous Me.
- Sports Award: In KS1 each week a child is chosen to receive a special certificate for recognition of their hard work in PE. This is given out in our celebration assembly. The child will have their photo taken with their certificate for display in school.
- Care Bear Award: This is specific to Reception and is where one chosen child from each class is chosen because they have demonstrated kindness to their friends in school. Children will receive a certificate in the class celebration assembly from their teacher.

- Proud Cloud: This is specific to Nursery. Each week all children try to get on the recognition board for good behaviour in nursery. Children move their name onto the Proud Cloud when asked to by their teachers, and an explanation is given to why they have made their teachers proud. They also have a message and Proud Cloud Award badge sent home on our parent communication app, Marvellous Me.
- Visit to Head, Deputy or Assistant Heads: Children of all ages may share their successes with SLT as directed by their class teacher or teaching assistant.
- Classes may have other additional rewards systems which are individualised to the class or children. These may be special helper of the day, classroom monitors, working toward charts, whole class rewards such as marbles in a jar.

## Roles and responsibilities

At Moat Farm Infant School, we will use a restorative approach to deal with challenging behaviour which will focus on repairing harm done to relationships and people at the centre of the focus. All children will be supported to explore incidents and reflect on their responses to ensure the preservation of positive relationships.

### The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will:

- Review this behaviour policy in conjunction with the headteacher
- Monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### The headteacher & Senior Leadership Team

The headteacher and senior leadership team will :

- Review the behaviour policy in conjunction with the governing body and Senior Leadership Team
- Ensure the school environment encourages positive behaviour
- Monitor how staff implement the behaviour policy to ensure consistency
- Report to governors regarding the effectiveness of the behaviour policy
- Meet with parents/carers of children who display challenging behaviour

- › Ensure the health, safety and welfare of all children and staff
- › Praise and encourage positive behaviour in dedicated assemblies
- › Support staff in responding to behaviour incidents
- › Be a role model for staff, parents and children

## **Staff**

Staff will:

- › Develop supportive, empathic relationships with all children so they feel loved, safe, and valued in our school
- › Follow the behaviour policy consistently
- › Offer children choices and the chance to make the right decision
- › Reward and praise positive behaviour
- › Be a positive role model for children
- › Support children when dealing with their emotions and feelings using a restorative approach
- › Challenge and provide a restorative approach to children who display socially unacceptable behaviours
- › Seek to understand the child's perspective of a situation whilst maintaining firm but fair limits on behaviour
- › Report challenging behaviour following school procedure, record behaviour incidents onto My Concern
- › Have high expectations of behaviour and to ensure that the school rules are followed, including when taking part in any school-organised activity off site
- › Ensure that children behave in a responsible manner during lesson times and around school
- › Treat each child fairly and consistently and with respect and understanding
- › Liaise with external agencies, as necessary, to support and guide the progress of each child
- › Report to parents about the welfare of each child in their class, in line with the whole-school policy

## **Children**

Children will:

- › Be taught how to follow the school rules
- › Be responsible for their own actions and their impact on others
- › Respect other people, their views and feelings
- › Empathise with the feelings of others
- › Learn to work collaboratively and cooperatively with others

- › Learn to understand how to manage their emotions in a socially acceptable manner

## Parents

Parents will:

- › Support their child in adhering to the school rules, including times when pupils are identifiable as members of our school (eg when travelling to and from school, and on the playground before and after school)
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

## Classroom management

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

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the school rules, school values and the emotional literacy colour zone feelings posters
- › Develop a positive relationship with pupils, which may include:
  - Staff will be proactive in promoting a positive classroom environment
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines which are consistent across school
  - Explicitly teaching and modelling behaviour expectations
  - Noticing and praising good behaviour in lessons, around school and in the playground
  - Concluding the day positively and starting the next day afresh
  - Follow the behaviour policy when dealing with low level disruptions
  - Using positive language to give feedback to children

## Steps to follow to reduce incidents of inappropriate behaviour

<b>Step 1</b>	A positive reminder of expected behaviour and how to improve behaviour in a positive way will be given.
<b>Step 2</b>	A positive redirection instruction will be said to the child, to support the child to make a better choice and change behaviour so it does not impact on their learning or the learning of other children in the class.
<b>Step 3</b>	Reflection conversation with a known adult privately using colour zones posters to support emotional literacy and self-regulation.
<b>Step 4</b>	Another reflection conversation with a known adult will take place and a sanction may be imposed, such as completing work in another class, logical consequences – incomplete work will be completed at break or lunch time.
<b>Step 5</b>	Behaviour will be reported to a senior member of staff; a reflection sheet will be completed and a sanction may be imposed.  This will then be shared with parents at the end of the day. A copy of the reflection sheet will be uploaded onto the behaviour log on My Concern.

If a child displays physically or verbally aggressive (or offensive) behaviour towards others this will be dealt with by the class teacher or Phase Leader or in more serious incidents, a member of SLT will investigate and work with parents as necessary. Children will be expected to take responsibility for their actions. The consequence or sanction will be determined according to the seriousness of the incident, age of the child and any additional needs or circumstances. A reflection sheet will be completed and then shared with parents at the end of the day. The parent may be invited in to discuss behaviour concerns with the class teacher and an individualised behaviour plan may be put into place to support the child in conjunction with the Special Educational Needs Co-Ordinator.

Any sanctions should always be carried out as soon as possible after the unacceptable behaviour has occurred, taking care to focus on the misbehaviour not the child. The child will be asked to put things right with the person affected by the behaviour, this may be verbally or written.

A referral to the Inclusion Support SEMH team may be considered by school and this will be discussed with parents and the Special Educational Need Coordinator.



## Recording of unacceptable behaviour incidents

As outlined above, all staff are expected to follow this policy with regards to both rewarding and sanctioning children. They are responsible for communicating these behaviours with parents and carers. All staff report behaviour incidents via our online reporting system, My Concern. Staff should report on the context (lead up to the incident, the actual incident and the sanction). This may include the completion of a reflection sheet.

A **behaviour log** is kept on our school system My Concern. The adult who dealt with the incident must record it as a behaviour log and inform the class teacher who will use the information to monitor the child's behaviour and speak to parents when necessary.

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency in school. If a child has behaviour which is causing a concern in school, steps will be taken to discuss this with parents/carers. The class teacher will have the initial responsibility of this, and to report the early warning signs for behaviour and safety to SLT, so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with parents and carers. We will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. We will explore extended services and agencies with parents/carers should there be a need for support within the family home.

Incidents of racist, homophobic and extremism are dealt with in line with this behaviour policy. These incidents are also reported to the Governing Body. Incidents of bullying are also reported to SLT and the Governing Body.

And in exceptional circumstances:

Suspension from school (see Suspension and Permanent Exclusion Policy)

Permanent exclusion from school (see Suspension and Permanent Exclusion Policy)

## Lunch time behaviour

At Moat Farm Infant School, we expect behaviour at lunch time to match behaviour at break time and in classroom situations. Where there are incidents of physical aggression at lunch time, the child will be sent to a member of SLT and will not take any further part in lunch time play.

A reflective conversation will take place where the child will discuss the incident with the member of staff and a reflection sheet will be completed. This will be shared with parents at the end of the day. If there are further incidents then other sanctions may be imposed such as the child eating lunch in school with a member of SLT instead of with their class in the dinner hall.

## Definitions of socially unacceptable behaviour

**Inconsiderate behaviour** – This includes behaviours such as taking toys from another child, not waiting for a turn, pushing, being uncooperative, disrupting a game, hitting out against another. They are characterised by developmental immaturity whereby the child is not at the stage where they can manage frustration or anger themselves, they may not have the language to express themselves, or may not understand and be able to keep to social rules. These behaviours are seen as mistakes that the child is making on the way to developing socially acceptable ways, particularly when dealing with conflict with a peer. We regard the child to be a learner of what is acceptable and in need of support, explanation, encouragement, positive modelling and guidance – just as in learning any other skill.

**Hurtful behaviour** – We take hurtful behaviour very seriously. Most children particularly under the age of five, will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying' even if the behaviour is worryingly aggressive. For most children under five, hurtful behaviour is momentary, spontaneous and often without understanding of the feelings of the person whom they have hurt. Some children may engage in hurtful behaviour because they are deeply unhappy and they require co-regulation support and care from an adult. However, hurtful behaviour has an impact for the child at the receiving end which is significant and this is taken into consideration when responding to incidents of hurtful behaviour.

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress to another. This is rarely the case for children under five.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• LGBTQ+</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### Telling

Children are also reminded that they must report any incident of bullying to the nearest member of staff or to an adult that they feel particularly comfortable speaking to. This will be investigated and recorded on a behaviour log. Parents are also urged to report incidents.

### The role of governors

This policy makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body will:

- Monitors the incidents of bullying that occur and require the head teacher to keep accurate records of all incidents.
- The governing body will respond within ten days to any request from a parent to investigate incidents of bullying.
- The governing body will notify the Head teacher and asks him/her to investigate the case and to report back to a representative of the governing body.

### **The role of the head teacher**

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The head teacher will:

- Ensure all children know that bullying is wrong, and that it is unacceptable behaviour in this school.
- Draw the attention of children to this fact at suitable moments
- Ensure every half term there are Jigsaw assemblies to highlight the School Rules and Values.

### **The role of staff**

- Take the matter seriously and report it to a senior member of staff.
- Record the incident on My Concern as a behaviour log.
- Records should indicate the incident, date, time and name of staff member completing log. The information contained in these reports may help to establish any patterns. The logs will also refer to any sanctions that is to be imposed and must report whether parents or carers are to be informed.
- Following the recording of any incident the victim should be assured that the matter will be taken seriously and that it will be investigated.

### **The role of children**

- Bullied pupils should always tell and trust staff to take appropriate action.
- All pupils should tell staff of any pupil who is suffering from bullying, even if they do not name the bully responsible.

### **The role of parents**

- Parents should look for signs and systems of bullying, and should listen sympathetically and take seriously, children distressed by bullying.
- They should listen, support and offer advice to their children.
- Parents of children who bully should be equally sensitive to the child's problems; many bullies are bullied themselves
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

This relates to the anti-bullying Policy.

## Guidance and help

This may involve counselling and support for the victim of the bullying, and consequences for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in the future. If a child is repeatedly involved in bullying other children, we inform the Head teacher and the Special Needs Co-ordinator. We then invite the child's parents into the school to discuss the situation.

In more extreme cases, for example where these initial discussions have proven ineffective, the Head teacher may contact external support agencies such as social services. At all times the school's behaviour and sanctions policy will be followed.

## Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our 'Safeguarding and Child Protection' policy and 'Anti-bullying' policy for more information.

## Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. Sanctions will only be given out on school premises or elsewhere when the children are under the lawful control of the staff

member (e.g. on a school-organised trip). There is an expectation of parents/carers to supervise children before and after school.

This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a child has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child or member of the public
- Could adversely affect the reputation of the school

Attendance on school trips are deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be allowed to go on a school trip, if it is deemed to be a health and safety risk to the child, other children or members of staff.

## Malicious allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, a member of SLT will have a reflection conversation with the child and where necessary, a sanction may be carried out. Parents will also be informed of this.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, a member of SLT will have a reflection conversation with the child and where necessary, a sanction may be carried out.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help.

If so, the Special Educational Need Coordinator and Designated Safeguarding Lead would refer the child to the most appropriate children's outside agency. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our 'Safeguarding and Child Protection' policy.

## Positive Handling

The legal provision for schools also provide members of staff with the power to use reasonable force to prevent children from injuring themselves or others, or damaging property, or committing an offence or to maintain good order and discipline in the classrooms eg to remove disruptive children from the classroom where they have refused to follow an instruction to do so. If a member of staff has to physically hold a child the positive handling policy will be adhered to. Following the use of physical intervention, there will be a restorative discussion with any staff or child and with parents/carers.

Children who regularly present challenging physical behaviours will be closely monitored by the SENCO. Often a behaviour plan and risk assessment will be put in place for these children to reduce the need for physical intervention and use of reasonable force.

Situations where positive physical handling may be used:

- To prevent a pupil behaving in a way that disrupts a school event, trip or a visit
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- To restrain a pupil at risk of harming themselves or others through physical outbursts.

We have a number of staff 'Team Teach' trained in school to do this safely. Incidents of positive handling must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

For more information refer to the Physical Intervention (Positive Handling) Policy.

## Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will be returned to parents at the end of the day and a discussion will take place about this. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## Pupil support

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 child.

The school's Special Education Needs Co-Ordinator will evaluate a child 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 and/or others, to identify or support specific needs.

When acute needs are identified in a child, 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.

## Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy.

## Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings for parents.

To ensure behaviour is continually monitored and the right support is in place, information related to children's behaviour issues may be transferred to relevant staff at the start of the term or year.

The Special Educational Needs Coordinator will identify children who need additional transition support plans put in place in order to support them to be happy and comfortable in their new class.

➤ For more information refer to the SEN Information Report

## Training

As part of the induction process, the behaviour policy, school rules and expectations are shared with new staff. Specific staff in school are trained in Team Teach to support positive behaviour approaches. Behaviour management will also form part of continuing professional development.

## Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing board annually.



## Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusion policy
- Safeguarding and Child Protection policy
- Anti-Bullying policy
- Physical Intervention (Positive Handling) policy
- Health and Safety Policy
- SEN and Disability Policy
- PSHE Policy
- Inclusion Policy
- SEN Information Report
- Low Level Concerns Policy

## Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in Schools 2022](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and positive handling are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

## Appendix 2: Expansion of school rules

### **We listen**

Be ready to learn in lessons

Listen carefully to instructions so that we know what to do

Listen to everyone in school; staff, children, visitors

Take part in lessons through paired talk, showing an awareness of when it is the appropriate time to talk

Take an active part in lessons offering answers and explanations to questions being asked

### **We are kind**

Are kind and polite to everyone

Always share and take turns

Say sorry when we should and mean it

Respect each other

Know how to be good friends

Play safely together outside on playground

### **We work hard**

Take care of our work and be proud of it

Always have a go and persevere even when things get 'tricky'

Work within an appropriate noise level (adults should not have to shout to make themselves heard)

Be engaged in lessons, to learn and remember more

### **We are helpful**

Keep our school tidy

We notice when a friend needs help

We offer to do things for one another

Children encourage to pick up items which have fallen to the floor or out of lockers

We tell the truth

### **We are safe**

Listen to and follow instructions

Walk at all times around school and look where we are going

Line up sensibly when asked

Use toilets appropriately, remembering to flush the toilet and wash our hands thoroughly

Don't wear jewellery (except small stud earrings, watches and religiously significant items)

Use equipment safely and in appropriate way in the classroom and out on the playground


### **We look after our things**

Take care of our own things such as coats, book-bags, water bottles, P.E bags etc.

Use equipment properly

Take care of school resources by looking after them properly eg replacing lids on pens and glue sticks, handling books correctly

## Appendix 3: Behaviour Log on My Concern

 **MYCONCERN**® Moat Farm Infants(3332135)

My Concerns   Dashboards ▾   Profiles ▾   Audit Trail   Resources ▾   Admin   Reports ▾   Help

### Report a Concern

**Name(s) of Pupil(s)**

Please enter at least 3 characters to search

ⓘ Please add the Pupil(s) who are the subject of this concern and add any other Pupil(s) you want associated to it.

**Concern Summary**

e.g. Injury – Megan arrived at School this morning with a badly bruised right eye.

**Concern Date/Time**

DD/MM/YYYY HH:MM

**Details of Concern**

There is no need to repeat the Concern Summary.


**Location of Incident**

Not Applicable

**Action Taken**

**Attachment**

## Appendix 4: Record of Positive Physical Handling

 <b>RECORD OF POSITIVE PHYSICAL HANDLING</b>		
Child's Name:		Date:
Time:	Location of incident:	Report completed by:
<b>ANTECEDENTS:</b> (Briefly describe events leading up to the incident):		
<b>BEHAVIOUR:</b> (How did the pupil respond? Describe what actually happened):		
<b>CONSEQUENCES:</b> (how did staff intervene, how did the pupil respond, how was the situation resolved?):		
NAMES OF THOSE INVOLVED (staff and pupils):		
NAMES OF WITNESSES (staff and pupils):		

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS? (tick below)		
verbal advice and support [ ] reassurance [ ] calm talking/stance [ ] time out directed [ ] time out offered [ ]	choices/limits/consequences [ ] distraction [ ] planned ignoring [ ] take up time [ ] negotiation [ ]	humour [ ] transfer adult [ ] success reminder [ ] other (pls specify)
WHY WAS THE DECISION MADE TO USE RESTRAINT? To prevent child from causing injury to him/herself? [ ] To prevent child from causing injury to others? [ ] To prevent child from causing damage to property? [ ] To prevent child from causing serious disruption? [ ] To prevent child from running away? [ ] Other? (Please specify)		
DESCRIPTION OF PHYSICAL RESTRAINT HOLDS USED AND LEVEL OF RESTRICTION: <b>Low/Medium/High:</b> (Please include approx. time span of any holds) <ul style="list-style-type: none"> <li>• Help hug ( )</li> <li>• Guiding elbows ( )</li> <li>• Single elbow (though second adult must be present) ( )</li> <li>• Double elbow ( )</li> <li>• Figure of four ( )</li> </ul>		
Did the child suffer any injuries as a result of this incident? Injury location and description:		
Did staff or others suffer any injuries as a result of this incident? Injury location and description:		
<b>POST-INCIDENT INFORMATION</b>		
Was any post-incident support requested by and given to member of staff / other adult? a) De-brief with colleague [ ] b) De-brief with Head Teacher [ ] c) Occupational Health consultation [ ] d) Not requested [ ] Note: A debrief with the child will be undertaken once the child is emotionally ready.		
Parent(s) Signature. _____  Date _____		

