

# Behaviour & Discipline Policy

<b>Date of initial approval:</b>	<b>01 Oct 2010</b>
<b>Amended:</b>	<b>October 2025</b>
<b>Next Review date:</b>	<b>October 2026</b>

## Revision History

<u>Version</u>	<u>Reason for issue</u>	<u>Approval date</u>
1.0	Revised publication for approval by Governing Body	19 Oct 10
1.0	Revised – no further amendments	Nov 2011
2.0	Amendments to be made Whole staff training (Jason Bangbala)	Oct 2012
3.0	Reviewed to include incident recording sheets & school values	Sept 2014
4.0	Reviewed to include Pupil Voice and new 'behaviour ladder'.	November 2017
5.0	Reviewed - updated school values added	September 2019
6.0	Reviewed – following pupil voice and changes to rewards & sanctions.	November 2022
7.0	Revised for approval of Governing Body	October 2023
8.0	Reviewed to include Team Teach legislation	14 <sup>th</sup> May 2025
9.0	Amended CPOMS data analysis to half-termly	October 2024
10.0	Reviewed - No changes	October 2025



The staff at Bramley Sunnyside Infant School see this policy as a positive, planned set of strategies to manage and be effective in creating a warm and caring learning environment, thus boosting the self-esteem of all who work in school, children and staff alike.

It is based on being consistent and being positive about behaviour but it is also flexible enough to recognise the professionalism of each member of staff and his/ her unique insight into the individual needs of each child in his/ her care. It is important that staff are able to work with the policy and yet are able to be flexible where some children are concerned.

### Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy



Our behaviour policy is all about what we want to see happening and not about what we don't want to see happening. It will help staff to deal with children consistently and fairly and enhance the standards of good behaviour within school. It will also allow staff to fulfil their teaching role more positively and give children a better opportunity to take advantage of the curriculum we offer. **Aims**

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

## **STANDARDS OF BEHAVIOUR**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills.

## **School Ethos**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on children and adults alike. As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, culture, ability and disability;
- show appreciation of the efforts and contribution of all.

## **School Values**

Our school values of Respect, Love, Teamwork, Perseverance, Challenge and Independence all support our positive approach to behaviour management. Children are actively encouraged to celebrate their commitment to our school values by putting beads in a value jar. When the value jars are full, the children chose a reward for the whole school.



## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be organised according to our learning Environment Policy to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. We believe in praising children in Public and reprimanding them in Private.

## **Assemblies**

With a large number of young children together an agreed management of behaviour is essential

- Calming music will be played as the children are encouraged to enter/ leave silently. This music may be linked to a composer or worship songs the children are currently learning
- Staff stand at the end of their line once children are seated to supervise class until assembly starts
- Children for whom assembly is a challenge are to be placed at the end of seated lines next to a staff member for support
- Non-verbal gestures are used to control behaviour wherever possible
- Assemblies will start and end promptly
- Staff will model expected behaviour (any conversations will take place outside assembly)
- Members of the support staff will remain for the duration of assembly



## Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

## Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Children work as a team in class each week to achieve their green treat reward. Every child will participate in green treat reward no one will be penalised. Green treat reward is achieved on a weekly basis with the class working on achieving a specific achievable reward.

Green treat rewards may include the following:

- snack & drink
- parachute games
- story outside
- playtime on the tyres
- just dance/ cosmic yoga
- colouring/drawing whilst listening to music
- bubbles
- construction & block play
- circle/ring games
- classroom games e.g. board games
- dance activities

Daily individual rewards may include the following:



- a Smile
- thumbs up sign
- high Five
- verbal praise
- show learning to other staff / children
- school value beads added to class jar / string
- beads added to class Learning behaviour jar
- stickers
- praise pad / notes home
- lesson stops to notice good behaviour
- behaviour / 'Well Done' Song
- class Dojo messages to parents / carers
- FS Class 'Toy' that goes home (Pirate Pete, Tinkerbell, Wizard Twinkle)
- Gold Book entries
- whole class Gold Awards

## Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- Sanctions applied to a whole class should be avoided wherever possible
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

Our School Values support positive behaviour in school.



It is important that all the children have the opportunity and time to learn and discuss the values. This will be covered in assembly and/or by each class at the beginning of each school year. This may involve the class in the following activities:

- Creating a class promise / agreement
- Deciding on focused behaviour targets for the whole class when appropriate
- Deciding on an achievable reward

This is re-enforced throughout the year during circle times, PHSE lessons and assemblies. We model the language of 'choice'; supporting and encouraging children to make positive behaviour choices.

The general strategies are-

- To use clear positive language at all times
- To praise good behaviour regularly and treat minor disruptions as 'low key'
- To condemn the action and not the child
- To be consistent
- To reinforce our high expectations with frequent reminders

**RULES** – Pupils are involved at the start of each new year in devising a whole class agreement / promise regarding expected behaviour of learners in the classroom (adults and children)

### **Data collection and recording of behaviour incidents**

School will collect data from the following sources:

Where a child reaches the yellow stage of our behaviour ladder this is recorded on their CPOMS record. This will track the frequency of incidents and the impact of any sanctions and support strategies put in place for the child.

Where a child reaches the yellow stage of our behaviour ladder, these incidents will be shared with a parent / carer. Expectations of children's behaviour as shown on the behaviour ladders are displayed in each classroom and are the same for ALL classes. The table below sets out the stages and sanctions which we implement at Bramley Sunnyside Infant School. Our home/school agreement forms the basis of our partnership with parents which we hope will ensure a lasting and clearly defined code of rights and responsibilities.

- Where there has been a behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data



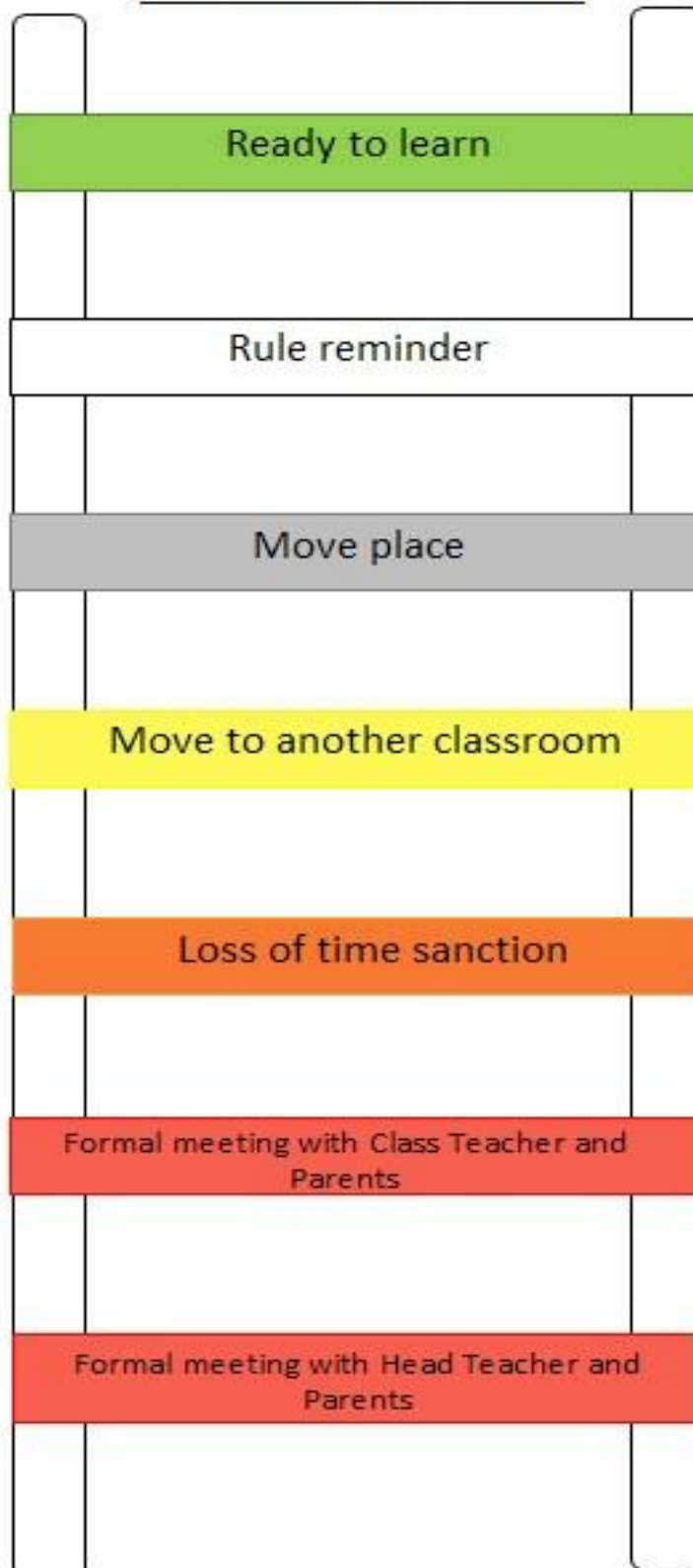
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The CPOMS data and any other supporting data will be monitored and objectively analysed **half-termly** by the Behaviour Lead and discussed with the Headteacher and SLT. Attempts will be made to identify possible factors contributing to the behaviour, updates to one page profiles and SEN support materials, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

The following sanctions appear as a consequence ladder in 'child speak' in each classroom. The behaviour ladder was devised in conjunction with Parents' feedback and Pupil voice.



## Behaviour Ladder



**It's good to be green!**

## THE FOLLOWING ARE NOT TO BE USED AS SANCTIONS

- Making a child spend time alone outside the classroom. If there is need to remove a child from a classroom they should be escorted to another classroom with appropriate work
- Writing (unless a child chooses to write an apology in place of a verbal one)
- SHOUTING- a staff member should only shout when danger is imminent
- Minor incidents on the playground are to be dealt with by the staff on duty
- Child walks by the side / holds hand of a member of staff for 5 minutes
- Child is taken indoors for a short break to support self-regulation / supported regulation
- Child undertakes a community task with the member of staff on sanction duty e.g. tidying a shelf or helping member of staff

More serious incidents/ accidents- staff on duty send another child to staff room with 'Red Card' message. This indicates that further assistance is required on playground.

**A number of our staff are level 2 Team Teach trained and the majority of our staff are level 1 Team Teach trained. The term Team Teach describes a spectrum of relationship building, unconditional positive regard, strong value base and risk reduction strategies.**

**Team Teach is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. Restraint is only a small part of the framework. Restraint is a measure or condition that keeps someone or something under control and will only happen where it is reasonable, proportionate and necessary.**

*"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side effect" of ensuring that the service user remains safe".*

## **Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.



**BRAMLEY SUNNYSIDE INFANT SCHOOL**

**Home/School Agreement**

**The School – the head teacher and staff value your support and will take all reasonable steps to:**

- ✚ Care for your child's safety & happiness;
- ✚ Be open & welcoming at all times & offer opportunities for you to be involved in the daily life of the School;
- ✚ Encourage your child to do his/her best at all times;
- ✚ Encourage your child to take care of the surroundings & other people;
- ✚ Ensure that your child's potential is realised as a valued member of the School community;
- ✚ Aim for high standards of work & behaviour through building good relationships & developing a sense of responsibility;
- ✚ Provide a balanced curriculum to meet the individual needs of your child;
- ✚ Inform you of your child's progress at regular meetings;
- ✚ Contact you if there is a problem as soon as possible or practical.

Home- we would like our children to be happy and successful at school and will make every effort to:

- ✚ See that my child comes to School regularly, on time, appropriately dressed
- ✚ Inform the school office on the morning of any day's absence, giving a reason for the absence.
- ✚ Support the School's policies & guidelines for behaviour
- ✚ Make sure my child has their book bag every day
- ✚ Support my child in homework and other opportunities for home learning
- ✚ Keep my contact details up to date
- ✚ Value my child's education and attend parents evenings and meetings/discussions about my child's progress/ development
- ✚ Get to know about my child's life at school

**Together we will:**

- ✚ Address any special educational needs
- ✚ Encourage our children to help, respect, support & praise each other
- ✚ Help our children to achieve their best, to persevere with tasks, take pride in their work become an independent learner

Headteacher's signature.....

Parent/Guardian's signature.....

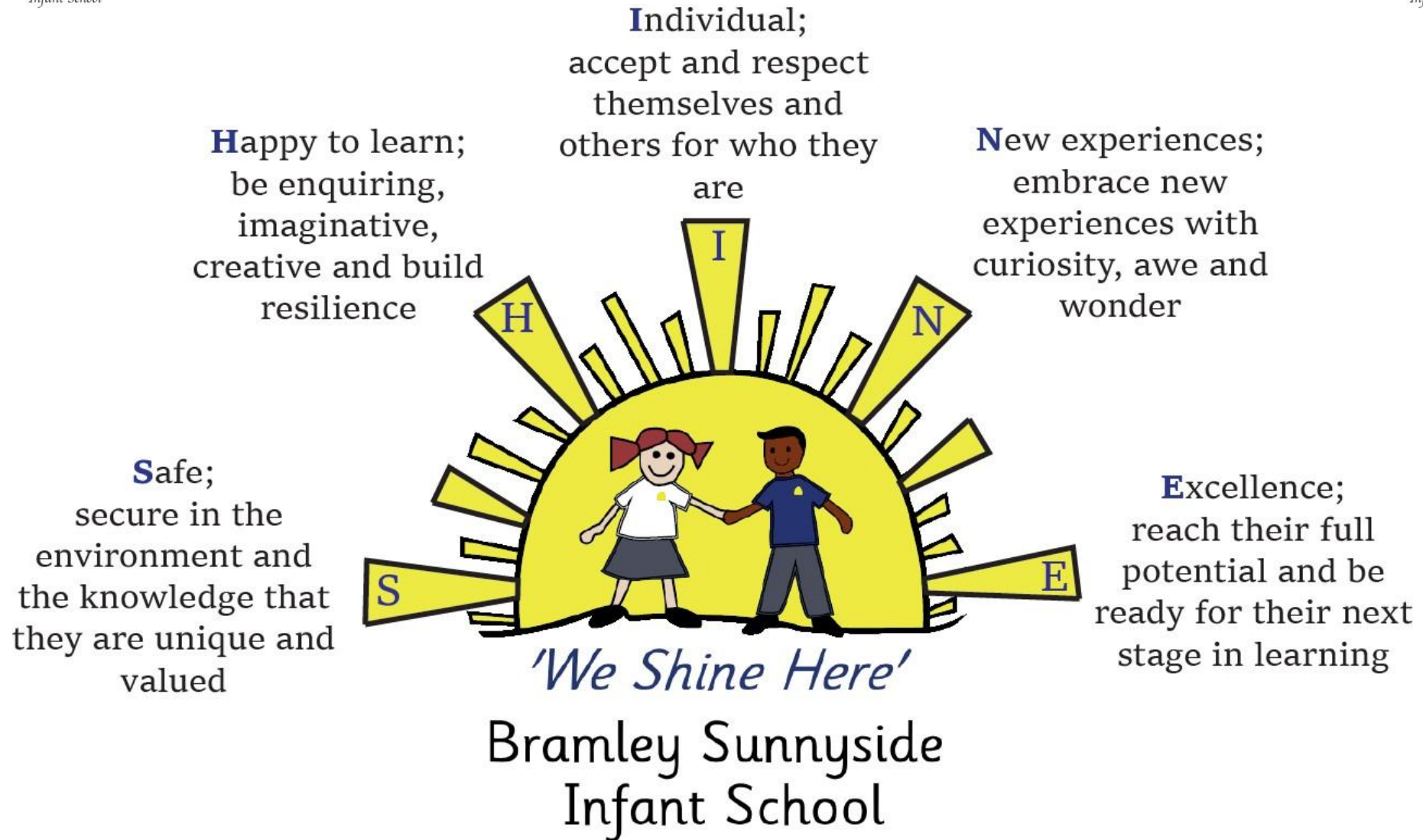
Child's Name ..... Date.....

# Foundation Stage Promise



- **Follow instructions**
- **Be kind to everyone**
- **Look after everything  
at school**
- **Do your best**





**Our Vision...**

Our vision is to enable children to become confident, independent and inquisitive individuals, who achieve their potential and are ready and eager to embrace future learning.

We will support and encourage them to be caring and responsible members of their school family and wider community and to make a positive difference to people and the world around them.







# Our School Values



## Love

I will use kind words.

I will use kind actions.

I will support and encourage others.

## Respect

I will accept and celebrate the uniqueness of myself and others.

I will listen to others and consider their feelings.

I will look after property at school, at home and in the wider world.

## Perseverance

I will keep trying.

I will not give up.

I will practise until I can do it.

## Challenge

I will try something new.

I will set goals and work hard towards them.

I will speak up when I feel something is wrong.

## Teamwork

I will listen to others.

I will share ideas and resources with others.

I will work with others to achieve a shared goal.

## Independence

I will organise myself and my belongings.

I will have a go on my own.

I will accept that mistakes are OK; they are part of learning.