

Bushfield Road Infant School.



## Behaviour Policy

Date Policy: January 2026

This policy is to be read in conjunction with other related policies including; Child Protection, Inclusion, Positive Handling, Allegations against Staff, SEND, Anti bullying, E Safety and Lunchtime Behaviour Policy.

### Overall Aim of Policy

#### Kindness Teamwork and Curiosity

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on 3 values, Kindness, Teamwork and Curiosity. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. At all times staff should encourage good behaviour through modelling appropriate behaviour, praise and positive actions.

All staff are responsible for setting the tone and context for behaviour.

## Overall Objectives:

- To motivate children to achieve their full potential.
- To provide safety and well-being for all children by raising awareness of appropriate behaviour. . To teach pupils that actions & choices have consequences — consistent praise and sanctions.
- To promote consideration and respect for others.
- To manage conflict and tensions by repairing harm and building relationships
- To ensure all children are treated fairly. To apply the policy in a consistent way

## Ethos

At Bushfield, we believe that all children have the right to develop their potential and our aim is to create a welcoming, caring environment where children feel safe and happy.

Staff are committed to their responsibility for children's social and emotional attitudes to learning and managing behaviour appropriately, as laid down in the Professional Standards for Teachers.

## Aims

- To motivate children to do their best
- To create an environment where pupils can show their sparkle.
- To value achievement and raise self-esteem
- To promote safety and well-being of all pupils
- To promote consideration and respect for others
- To teach pupils that actions and choices have consequences restoratively
- To raise awareness of appropriate behaviour
- To respond to challenging behaviour restoratively
- To help these harmed by others actions restoratively

## Equal opportunities and inclusion

At Bushfield, all children are treated with equal respect and fairness regardless of gender, ethnic origin or ability. All children will be made aware of the school expectations of behaviour and the consequences of not following them.

Awareness is needed of children who might have particular needs and approaches, but there are no variations in expectations.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

**Paul Dix**

### Postcards

Bushfield postcards are a high-level recognition for making the right choices being an 'always child'. It can be given to any child by any adult in the school, staff members or visitors. These are handed out in the weekly celebration assembly.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

**Paul Dix**

### Whole school Rewards

### Housepoints?????

### Classroom Reward Jars

In our classroom, we take a collaborative approach to earning our rewards by voting on the goals we want to achieve. These might include board games, movie and popcorn, building sheet forts, hosting disco parties and enjoying free time, and embracing Flashlight Friday. The children earn stars when the class consistently make positive learning choices, collaborate effectively as a team, and follow directions promptly. In essence, we earn a star when the class is on fire with curiosity for learning!

'This is not intended to shower praise on the individual, it is a collaborative strategy we are one team focused on one learning behaviour and moving in one direction.'

Paul Dix

### Celebrating Achievement-Rewards for Good Behaviour

At Bushfield, we will always seek to reinforce, endorse and praise good behaviour, academic achievement and effort. It is our strong belief that good behaviour should be reinforced at all times and rewarded.

At our school, we offer a variety of rewards, which take the form of:

1. Bushfield Weekly postcard
2. Stars added to the class reward jar for a whole class reward when full
3. House points given to children to encourage positive behaviour
4. Work entered in the 'Wow' book and shared with the whole school
5. Pupils rewarded with school badges for effort and achievement.

### Behaviour Management-Consequences and Sanctions

#### Classroom Sanctions-Low Level Behaviours:

When rules are broken, children are reminded that consequences will be applied.

We keep our behaviour reminders simple;

'Remind' 'Reset' 'Remove'

The series of events is as follows. In the event of poor behaviour then:

1. The teacher will give a reminder about the behaviour that is expected
2. If the child does not change their behaviour, then they will be given a chance to reset their behaviour this could mean moving to another space within the classroom or time in the quiet area
3. If they continue to break the rules a suitable consequence is applied —for example, if the pupil is unable to settle after this period they may leave for a ten minute timeout in another class.

If the pupil goes for a timeout in another class this must be purposeful and teachers will use their knowledge of the child for this. For example, a pupil who needs to emotionally deescalate may go with some mindfulness colouring or some work they show an interest in e.g. maths.

When the pupil returns from timeout the class teacher will speak to them appropriately and remind them of positive behaviour from this point.

If a child is frequently sent to another class or to a phase leader, parents/carers should be informed.

Classroom Sanctions-Serious classroom behaviour serious level behaviours include:

- behaving in a way likely to cause disruption to learning e.g. throwing/moving furniture, messing with equipment . damaging school or other people's property . refusing to complete work or comply with a reasonable request
- causing or injury to other children

If any of these behaviours happen then they will be escalated to either the SLT or the learning mentor

In all of these cases, the parents/carers will be informed at the end of the day and a record made on CPOMS.

Consequences will be discussed and agreed with the child, the teacher and the parents/carers informed. For some pupils a sanction maybe a removal of privileges, for example, missing after school clubs, visits or taken from a pupil leadership role.

### Classroom Sanctions-Severe Level Behaviours and Exclusion

These behaviours are very serious and will be dealt with by either SCT or the headteacher

They include

- Violence directed against another pupil or member of staff
- Significant verbal abuse towards another child or adult
- Refusal to come back to the classroom after leaving without permission . leaving the school premises

Parents/carers will be contacted as soon as possible, since these behaviours mean safety of the child or others in school is at risk. **At all times the schools tries to avoid exclusion and sees it as a last resort.** The school prefers to support children and encourage them to restoratively explore positive behaviour patterns. However, children considered displaying very severe behaviours which are a danger to themselves, the school or other people could face fixed term exclusion.

### Internal Exclusion

Where senior leaders believe it is suitable an internal exclusion in school may be used as a consequence for more serious behaviour. This may be where a pupil stays in another classroom for a period of time, the safe haven or the SLT office. This could also include lunchtime and playtimes. The venue and length of this will be decided by the member of SLT dealing with the situation. A log on CPOMS must be made of an internal exclusion either by the class teacher or the SLT member.

### Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Head has the power to exclude a child from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents/carers as soon as possible, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents/carers that they can appeal against the decision to the Directors and how to do so through the letter of exclusion.

The headteacher informs the Local Authority (LA) and the governors about any permanent exclusion or fixed-term exclusions. The governors cannot either exclude a child or extend the exclusion period made by the Headteacher. However, the governors have a committee whose role is set out in strict guidelines whenever a child is excluded from school. If a permanent exclusion is given governors must meet to consider it. At the review meeting, representations can be made. The governors have the power to reinstate the child immediately or they have the power to uphold the exclusion.

### Inclusion

It is expected that this policy will be appropriate for most of our children for the majority of the time. Occasionally it may be necessary to adapt and develop particular strategies in order to meet the needs of particular individuals. This

will usually be done as part of an individual behaviour plan for the child in which adults directly involved with the child will contribute to its implementation.

### Sanctions at Playtime

Most situations on the playground require a word from the staff on duty to resolve minor disagreements and fall outs. These are handled restoratively with the children involved. The school actively encourages play and provides playground equipment to avoid boredom.

- Stage 1: Rule/ expected behaviour reminder  
Choice presented to child — you can choose to..... Or you can choose to if you choose to then you will have time out.
- Stage 2: Timeout for 5 minutes — child to stand next to the school building.  
Choice presented to child — you can choose to or you can choose to... If you choose to then there will be a further consequence.
- Stage 3: From time to time there are more serious offences that take place on the playground.

These can take the form of:

- Aggressive fighting
- Target foul abusive language
- Threatening behaviour
- Deliberately leaving the school site
- Being dangerously out of bounds
- Damaging school property
- Consistent dangerous defiance

In the above cases children are withdrawn from the playground immediately and sent inside to a place of exclusion and dealt with by the SLT. In the case of these more serious offences, parents/carers will be contacted, and behaviour logged on CPOMS. If children are sent inside, they will be asked to reflect on their behaviour restoratively. Sanctions will be given for the above behaviours this may be missing breaks/lunchtime for set period (As with internal exclusion).

### Supporting Children and their Behaviours

As a commitment to positive behaviour management, we actively use preventative measures to avoid behaviours emerging. This includes the use of circle time, friendship groups, social groups, safe haven or outside agencies to support children on issues around anger management, improving self-esteem and conflict resolution. We liaise with parents/carers to provide the optimum level of support for both the child and the parent/carer, this sometimes involves accessing support from external agencies, and this is always accessed with full agreement from the parent/carer.

### Pastoral Support Plan (PSP)

Children may be supported by a Pastoral Support Plan (PSP) this involves setting specific behaviour/emotional targets that the child will work towards. Parents/Carers will be involved in the whole process and working together with staff will support their child to achieve the specific individual targets.

### ~~Child on child abuse~~

We believe that all children have the right to attend school and learn in a safe environment (Keeping Children Safe in Education 2022). Children should be free from harm by adults and other children or young people. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- All forms of bullying - being coerced into: Sending sexual images (sexting)
- Physical or sexual assaults
- Child sexual exploitation
- Sexual harassment

These behaviours should never be tolerated, passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of

harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Police or Child Social Services. Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the school's AntiBully or E-Safety policy.

Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied. Necessary pastoral support will be offered to all affected parties.

(DfE: Keeping Children Safe in Education)

#### Use of reasonable force

Section 93 of the Education and Inspection Act 2006, states that staff have the legal power to use reasonable force. There is no legal definition of when it is reasonable to use force and each case must be judged on its circumstance and those exercising the power to use force must also take account of any particular SEN and/or disability. School staff are aware of the DfE document 'Use of Reasonable Force — advice for school leaders, staff and governing bodies.' Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others.

The actions that we take are in line with government guidelines on the restraint of children. The school has a positive handling policy and selective staff have taken part in Team Teach training.

#### Guidance When Bullying Occurs

The school takes any report of bullying extremely seriously and has a separate anti-bullying/relationship policy which lays down our procedures clearly.

#### Allegations against staff

The school has a separate policy for allegations against staff

### False allegations against members of staff

Allegations against members of staff are taken extremely seriously and will be dealt with in line with guidance from the Local Authority. Bushfield will make every effort to maintain confidentiality in any complaint that arises and deal with allegations quickly, fairly and consistently in a way that provides protection for the child and supports the person who is the subject of the allegation. Suspension of the accused member of staff will not necessarily be the default action of the school. If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

### Pupils' conduct outside the school gates — teachers powers

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'. This policy acknowledges the schools legal duties under the Equality Act 2010 in respect of safeguarding and in respect of children with Special Educational Needs.

