

# Behaviour Policy



## Forefield Community Infant & Nursery School

Approved by:

Governing Body

Date 17<sup>th</sup> July 2023

Next review due by:  
July 2024

At Forefield Community Infant and Nursery School, we aim to provide an environment where all members of the school community feel safe and secure. This policy aims to ensure this is achieved and aims to improve the quality of pupil behaviour in our setting. In formulating this policy, we are following the recommendations from the EEF improving behaviour in schools report (see Appendix 4); which outline four proactive and one reactive strategies:

- know and understand your pupils & influences
- teach learning behaviours alongside managing misbehaviour
- use consistent classroom management strategies to support good classroom behaviour
- use simple approaches as part of your regular routine
- use targeted approaches to meet the needs of individuals in your school

This policy gives guidance on the strategies members of our staff are permitted to use to sanction pupils and sets out the expectations for all our stakeholders - governors, staff, pupils and parents/carers.

### **Aims of our Positive Behaviour Policy**

**The aims of this policy are:**

- To reinforce the school's code of conduct
- To encourage a calm, purposeful and happy atmosphere within school that is conducive to learning
- To help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others
- To develop a consistent approach to behaviour throughout the school with parental cooperation and involvement. Staff-specific reward and sanction systems are not permitted as this undermines the consistent whole-school approach.
- To encourage our pupils to co-operate with one another and with the adults in school
- To ensure that everyone is clear about their role when managing a pupil's behaviour
- To make the children aware of unacceptable behaviour.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To ensure staff teach learning behaviours alongside managing misbehaviour.

This policy sets out measures (as part of our legal duty) to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work
- Regulate pupils' conduct - Section 89 (1) of the Education and Inspections Act 2006.

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

When deciding what these measures are, the Headteacher has taken into account the Governing Body's statement of behaviour principles. The Headteacher has regard to any guidance or notification provided by the Governing Body which includes the following:

- Screening and searching pupils
- The use of reasonable force
- Disciplining pupils beyond the school gate
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- Pastoral care for staff accused of misconduct

This policy contains guidance on (including legal duties):

1. The whole-school consistent approach to behaviour
2. The roles and responsibilities of staff and governors
3. The teaching of good behaviour
4. Rewards
5. Consequences
6. The behaviour management stages
7. The use of reasonable force
8. Managing pupil transitions in and around school
9. Behaviour outside the school gates
10. Behaviour and equality - supporting vulnerable pupils and pupil support systems
11. Liaison with parents/carers and other agencies
12. Staff development and support
13. Malicious allegations
14. Monitoring Arrangements
15. Links to other policies

## **1. The School's Consistent Approach to Behaviour**

At Forefield Community Infant and Nursery School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly and fair. Our school has defined a very clear code of conduct which is based on respect for each individual in our community and their individual needs.

Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school. The best results in terms of promoting positive behaviour arise from a 'can do' culture, emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through positive role-modelling by adults who care for them in school and through well-developed, planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents/carers to work with the school in helping to foster positive attitudes and behaviour.

## **2. Roles and Responsibilities**

Behaviour Management is the responsibility of all stakeholders at Forefield Community Infant and Nursery School. We are committed to encouraging good behaviour in an atmosphere of mutual respect. A clear school behaviour policy, consistently and fairly applied, underpins effective education. All stakeholders should be clear of the high standards of behaviour expected of all pupils at all times. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents/carers and pupils in achieving this aim.

### **2.1 The Responsibilities of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

- The Headteacher supports the staff by implementing the policy, by setting high standards of behaviour and by supporting staff in the implementation of the policy.
- The Headteacher supervises records of all reported serious incidents of misbehaviour which will be recorded on CPOMS.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour the Headteacher may exclude a child. Both of these actions are only taken after the school Governors have been notified.
- Alongside the DSL, the Headteacher will share pertinent information regarding a child's experiences and possible experiences to be aware of.

### **2.2 The Role of the Behaviour Lead**

- To monitor and evaluate the success of the policy
- Implement changes
- Lead on training
- Work closely with the SENDCO
- Work closely with the Headteacher and Senior Leadership Team
- Work closely with the Pastoral Education Support Coordinator

### **2.3 The Role of the Class Teacher**

Wherever reference to 'class teacher' is made, this also applies to teaching assistants who are covering for teachers when taking responsibility for a class.

- It is the responsibility of the class teacher to ensure that the school code of conduct is followed in their class and that their pupils behave in a responsible manner during lesson time.
- The class teacher will discuss the whole-school code of conduct (see Appendix 1) with their class at the start of the new academic year and consistently reinforce daily.
- The Golden Rules and Friendship Policy will be clearly displayed in every classroom and communal rooms across the school.

- The class teacher must hold high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability, with regular reminders throughout the day of the school Code of Conduct and expected behaviours
- The class teacher must treat each child fairly, with respect and understanding and enforce the school code of conduct consistently.
- All staff are aware of what 'normal behaviour' would be for individual children and if a child is acting differently, Staff will use their professional judgement throughout the day to 'check-in' with the children and, if appropriate, offer some 'Time to Talk' with the Pastoral Education Support Coordinator in the Rainbow Room or one of the Emotional Literacy Support Assistants.
- For all low-level incidents (Stage 1 and 2), the class teacher must deal with the incident themselves following the agreed consequence procedures (see Appendices 2 and 3).
- If the misbehaviour continues, escalates or the action is deemed to be beyond Stage 1 and 2, the class teacher must move to Stage 3 of the behaviour management plan.
- Whenever the class teacher has to use Stage 2, they must contact parent/carer face-to-face or by telephone by the end of the same day.
- If a member of non-teaching staff (including lunchtime supervisors) has used Stage 2, this is also the responsibility of the child's class teacher to contact parent/carer.
- All Stage 2 incidents must be reported on CPOMS by the class teacher (except where a Teaching Assistant has dealt with the behaviour, in which case they will record the incident themselves).
- All Stage 2, 3 or 4 incidents must be followed up with a restorative conversation between the adult involved and the child.
- If a child's parents are consistently being spoken to each day due to incidents of a Stage 2 nature or higher then the class teacher should organise a meeting with the child's parents/carers to discuss their behaviour and further steps that can be put in place to help the child.

## **2.4 The Role of Non-Teaching Staff**

Non-teaching staff have a responsibility to always promote the school code of conduct with all pupils consistently. All staff should use their professional judgement throughout the day to 'check-in' with the children as to how they are.

- When lunchtime staff deal with incidents meeting Stage 1 and 2 criteria then it is their responsibility to report this to the child's teacher - they should do this no later than the end of lunchtime and ensure they state clearly whether the incident remained at Stage 1 or progressed to Stage 2 (Stage 2 incidents must be recorded on CPOMS by the class teacher)
- For more serious incidents (Stage 3), lunchtime staff must inform the Year Group Lead. These must be recorded on CPOMS by the Year Group Lead.
- Staff who are not classroom based (e.g. administration staff, premises staff) should ensure that code of conduct is being followed by the children as they move around school. Any incidents noted by these members of staff should be dealt with in line with the appropriate Stage and report to the class teacher/Year Group Lead.
- Teaching assistants working in the classroom will support the teacher to manage behaviour for learning. They will support children with making the right choices. These incidents will be reported to the class teacher if they are not already aware. Stage 1 or 2 incidents will be recorded on CPOMS by the teaching assistant.

- Teaching Assistants working outside the classroom with a group of children will refer consistently to the school code of conduct. If a child does not respond positively to any correction of behaviour, they will be taken back to class. The class teacher will then act in accordance with this policy. These incidents must be recorded on CPOMS by the teaching assistant.

## **2.5 The Role of Pupils**

- To learn the School Code of Conduct (Golden Rules) (appropriate to their phase)
- To behave in line with the School Code of Conduct
- Show respect to adults and to each other
- In class, make it possible for all pupils to learn
- Move around the school sensibly
- Accept consequences when given

## **2.6 Parents/Carers' Involvement**

The school will work collaboratively with parents/carers so that our children receive consistent messages about how to behave at home and at school.

- Parents/carers will support and co-operate with the school in teaching their child appropriate behaviour and fostering a good relationship with the school.
- Parents/carers must be aware of the school's code of conduct and Behaviour Policy (these can be found on the school website).
- We try to build a supportive dialogue between home and school, and we inform parents/carers immediately if we have serious concerns about their child's welfare or behaviour.
- Children will share their Class Dojo certificate with their parents at home if they are the Dojo Winner of the week
- If the school has to use reasonable consequences, parents/carers would be expected to support the actions of the school.
- If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher via the school admin email.
- If the concern remains, they should contact the Year Group Lead or the Behaviour Lead. If these discussions cannot resolve the problem, then the Headteacher should be informed
- A formal grievance or appeal process can be implemented through the Governors.

## **2.7 The Role of the Governing Body**

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour policy, but the Governors may give advice to the Headteacher about particular behaviour issues.

- The Headteacher must take this into account when making decisions about matters of behaviour

### **3. The Teaching of Good Behaviour**

We have a proactive approach teaching learning behaviours (emotional, social and cognitive) and this is woven through all wider areas of our curriculum. We recognise that positive behaviour must be carefully developed and supported. Creating an environment which promotes positive behaviour can only be achieved when pupils are taught what positive behaviour is and what it looks like both online and offline. This is modelled and reinforced by all staff at all times.

Similarly, consequences for incidents must be understood by our pupils so they can learn from them. This is key to ensuring a positive environment for behaviour is created at our school. This is achieved and reinforced through:

- Collective Worship
- PSHE Curriculum (1 Decision etc.)
- Restorative conversation
- Reflective Time
- Computing Curriculum

### **4. Rewards**

We encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect. We use a range of options and rewards to reinforce and praise good behaviour. Primarily, we use the Class Dojo reward system to reward positive behaviour in school:

- Children can earn Dojo points by demonstrating positive behaviour and this being related to our school code of conduct.
- At the end of each week, class teachers will recognise one child per week who displays outstanding behaviour or work. This may be a child with the highest number of Class Dojo points in their class, a child that has made improvements in their behaviour/ attitudes/ work or for a one-off incident of outstanding behaviour or work. These children will be issued with a certificate.
- This child will be announced as the Dojo Winner and they will be able to choose a prize from the prize wardrobe.
- At the end of each week, one child will be selected by the class teacher to receive a growth mind set certificate
- To assist with instant recognition occasionally stickers and certificates maybe used alongside the rewards of Class Dojos.

### **5. Consequences**

At Forefield Community Infant and Nursery School we believe that children have a right to learn free from disruption and interruption from others. Children have a responsibility to behave well in class and be good citizens. For behaviour to be managed effectively it is very important for teachers and parents/carers to work together. This means that if a pupil misbehaves, breaks the code of conduct or fails to follow a reasonable instruction, the teacher can issue a consequence as is deemed appropriate to the behaviour in line with this policy.

It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances. In determining whether a consequence is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Therefore, before applying consequences, consideration will be given to any underlying factors which may be affecting the child's behaviour.

When dealing with any behaviour, the school acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND). When a child is deemed to have not followed the school's code of conduct then consequences can be applied in line with the behaviour management plan as deemed appropriate, proportionate and fair (Appendices 2 and 3). Children lose Dojo points for misbehaviour e.g. breaking the school code of conduct. Children will lose from one up to three of their Dojo points for the following: 1 Dojo Point for Stage 1 and 2 incidents. 3 Dojo Points for Stage 3 incidents.

When a child presents with challenging behaviour staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school may also consider whether a multi-agency assessment is necessary.

There are certain behaviours that we take very seriously such as physical altercations. We will not tolerate children hurting each other physically, verbally or emotionally. Likewise, we will not tolerate any racial or homophobic language or slurs. We have a broad and balanced curriculum including weekly assemblies to teach our children the ethos that there are no outsiders in our school and all are welcome here.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils 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 Child Protection and Safeguarding policy for more information

## **6. The Behaviour Management Stages**

The Behaviour Management Stages are included in the Behaviour Policy to support staff in consistently applying them. Throughout the use of the behaviour management stages (see Appendix 2), all staff should continually reference the school code of conduct ensuring children are aware of which part of the code they are breaking.

### **Pre-Stage 1 (Knowing and Understanding your Pupils and their Influences & Teach Learning Behaviours alongside Managing Misbehaviours):**

Teachers should provide the conditions for the learning behaviours to develop, ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. All children will be given opportunity to analyse, change or modify their own behaviour through discussion with an adult.

Staff will utilise consistent positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively and without disruption or harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and demonstrates a need for intervention, a graduated response will be used. This will follow the structure below:

#### **Stage 1:**

- The child will be given a verbal warning or non-verbal cue.
- If needed, a second verbal warning will be given, and a Class Dojo point will be removed.
- Verbal communication using predictable and agreed script
- Offer clear choices "you can do ... or this..."
- Tactical ignoring or limited engagement in communication and interaction
- Assessing the risk posed to pupil and others and making environment safe

#### **Stage 2:**

- The child will be given a warning linked to the relevant Dojo point system
- A second warning will be given, followed by a third. Three warnings and another red Dojo will be issued
- Staff may offer a quiet space in classroom
- Time out offered away from classroom supported by staff
- Time out directed with removal of the audience by staff requesting that other children move to another classroom
- If the behaviour persists, the child may be asked to sit elsewhere. If a further Class Dojo point is removed (3 red dojos altogether), the pupil will attend "Reflection Time" at morning or afternoon break with a member of SLT
- If the behaviour continues the same day, after these consequences have been enforced, the matter will be escalated to a Stage 3.
- All behaviours that reach Stage 2 will be reported to parents/carers by the class teacher and must be recorded on CPOMS by the class teacher, including actions taken. The adult involved must also have a restorative conversation with the child.
- If a child's parents are consistently being spoken to each day due to incidents of a Stage 2 nature or above then the class teacher should organise a meeting with the child's parents/carers to discuss their behaviour and further steps that can be put in place to help the child.

### **Stage 3:**

- If the behaviour is escalated to Stage 3, the child will be immediately removed from their classroom/dining hall/playground etc and taken to the Behaviour Lead, or in their absence the Assistant Headteacher. This must be recorded on CPOMS by the class teacher and actions recorded by Behaviour Lead, or in their absence the Assistant Headteacher.
- The pupil will be withdrawn so as to understand the behaviour function
- The child may be asked to apologise in an appropriate way and take part in some restorative work.
- Consequences will be chosen by the Behaviour Lead, or in their absence the Assistant Headteacher. This may include Reflection Time where, together with the child, the Behaviour Lead or a member of SLT will look at how we can work together to ensure that we address the behaviour and look at strategies to ensure this doesn't happen again. A form will be completed and sent home for parents to see what has been discussed.
- The actions carried out at Stage 3 will be recorded on CPOMS by the Behaviour Lead, or in their absence the Assistant Headteacher.
- The adult initially involved must also have a restorative conversation with the child.
- If the behaviour continues the same day, after these consequences have been enforced, the matter will be escalated to a Stage 4.
- Work may be repeated until it meets the required standard.
- The teacher, SENDCo, Year Group Lead, Behaviour Lead, or Assistant Headteacher may set up a personalised sticker/stamp chart for the individual or groups of children who may benefit.

### **Stage 4:**

- The child will be immediately referred to the Headteacher, or in their absence, the Assistant Headteacher.
- Consequences will be discussed and agreed.
- The adult involved must also have a restorative conversation with the child.
- The child's parents/carers will be contacted and invited into school to discuss the incident and consequences which may include: a behaviour contract; involvement of the Pastoral Education Support Coordinator, SENDCos, ELSAs, Designated Safeguarding Lead and/or external agencies; internal exclusion; a fixed-term exclusion (decision of Headteacher); or a permanent exclusion (decision of Headteacher).
- The child, parents/carers and school may agree to implement an Individualised Behaviour Plan (IBP). This would involve parental consent and would be followed consistently by all staff who teach the individual.
- All incidents will be recorded on CPOMS by the Headteacher, or in their absence the Assistant Headteacher, dealing with incident. In the case it is felt an exclusion is required, this will be discussed with the Headteacher who will, ultimately, make the decision, notifying governors.

## **7. Reasonable Force**

Members of staff are legally entitled to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Please refer to the school's Care and Control Policy and the DFE Use of Reasonable Force Guidance (2013). Staff receive training in the use of reasonable force; this

is only used in **exceptional circumstances** where a child may be at risk of causing harm to either themselves or others.

Members of staff are trained in the Team Teach approach. This allows them to use reasonable force if required. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk. For more information please see our "Care & Control Policy".

### **8.. Managing Transition**

At the point of transition from a classroom, pupils will walk quietly (EYFS will work to develop this).

- Teachers meet the children on the playground at playtimes/ lunchtime, at their specified line-up points, to assist and collect their class on time.
- When entering the building, pupils are expected to do so calmly and quietly as this prepares them for the next lesson. Once pupils exit the building they are encouraged to participate in play by staff on duty
- All the above is consistently reinforced by ALL staff.

### **9. Pupils' Conduct Outside the School Gates**

In formulating the policy for this section, we have taken into account the DFE Discipline in School document (2016). As a school we have set out below our response to:

- non-criminal behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school. Such activities include when a pupil is: taking part in any school-organised or school-related activity or, wearing school uniform.
- Or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or, poses a threat to another pupil or member of the public or, could adversely affect the reputation of the school.
- In all cases of poor behaviour, school can only carry out the investigation and chosen consequences for pupils on school premises or elsewhere when the pupil is under the lawful supervision of a staff member (e.g. school trip).
- Following an investigation, in such cases as those listed above, the school will apply a consequence as is deemed appropriate to the behaviour in line with this policy.

### **10. Behaviour and Equality**

Supporting Vulnerable Pupils and Pupil Support Systems.

- Equal opportunities are central to all aspects of life at our school. The school aims to provide equality regardless of age, disability, gender reassignment, pregnancy and maternity, race (this includes ethnic or national origins, colour or nationality), religion or belief (this includes lack of belief), sex, sexual orientation. We recognise all of the above as protective characteristics.
- The school acknowledges its legal duties under the Equality Act 2010 and in relation to this policy, recognises its duty to make reasonable adjustments for all stakeholders. Our school will always take such steps as it is reasonable to avoid disadvantage.

- We are fully committed to providing an equal opportunities environment in which everyone is able to fulfil their potential, and to feel pride in their identity. We apply this to the way we manage and reward behaviour.
- For our children we seek to provide the same quality and breadth of opportunity for all, regardless of age, race, religion or belief, colour, gender, sexual orientation, social background, special physical or educational needs.
- We recognise that many pupils, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.
- Behaviour tracking is collated on CPOMS, all Senior Leadership Team members monitor logs.
- If we notice that there has been a high number of incidents recorded parents/carers will be asked to attend a meeting or sent a letter to inform them that we have concerns about their child's behaviour. The Senior Leadership Team, SENDCo, a member of the Pastoral/ Safeguarding Team and/or the class teacher will discuss with parents/carers strategies to further support their child's behaviour.
- These may include: home/school books, personalised sticker charts linked to clear targets, Individual Behaviour Plans, flexible timetabling, support from an external agency, Pastoral Support Programmes, Early Help meetings
- The school will work closely with the parent/carer to identify the reason for behaviours and to support the pupil in making necessary changes. The school may create an Individual Behaviour Plan (IBP) for pupils who need it, in order to support them in school. This behaviour plan is logged on CPOMS and shared with all adults involved in the education of that student as well as the student themselves and parents/carers.

#### **11. Liaison with Parents/carers and Other Agencies**

Our Pastoral/Safeguarding Team/SENDCOs are here to support children and their families by helping them to identify and remove any barriers to learning, whether in a personal or academic role.

- We will provide interventions for pupils whose behaviour is, or potentially could become, a concern. The aim of these interventions is to provide a pro-active, rather than reactive, level of support.
- During Senior Leadership Team and Pastoral/Safeguarding Team meetings, allocated time is spent for staff to discuss pupils for whom there are concerns or those whose behaviour is causing concern. In response to these discussions we ensure that these pupils have appropriate support and interventions. We will work closely with all staff, governors, outside agencies, pupils and their families.
- At Forefield Community Infant and Nursery School we actively support any individual who is experiencing behavioural difficulties. Our internal support services and pastoral systems are complemented by additional assistance from services including: ELSAs, CAMHS, Children's and Adolescent Mental Health Service (including MHST), Local Early Help Teams, school's Educational Psychologist, School Health professionals. All referrals are made on a needs basis and are linked directly to priorities identified on individual pupil profiles.

#### **12. Staff Development and Support**

- All staff have access to ongoing CPD to support with behaviour management. This CPD is targeted to their specific roles, responsibilities and individual training needs identified via school self-evaluation and appraisal. Staff are provided with regular professional development opportunities linked to behaviour management and support through staff inset, staff meetings, coaching and modelling. They are supported by the Pastoral/Safeguarding Team and Senior Leadership Team when managing behaviour, identifying solutions and implementing these.
- Staff may request to access additional behaviour management training should they wish to do so.

### **13. Malicious Allegations**

- Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will investigate in accordance with this policy.
- Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will investigate in accordance with this policy.
- 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, a referral to children's social care may be appropriate.
- The school will also consider the pastoral needs of staff and pupils accused of misconduct.
- Please refer to our Child Protection and Safeguarding policy and Whistleblowing policy for more information on responding to allegations of abuse against staff or other pupils.
- In the event of pupils having been found to have made malicious allegations against school staff immediate action will be taken by a member of the Senior Leadership Team.

### **14. Monitoring arrangements**

This Behaviour policy will be reviewed by the Headteacher and the Governing Body annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles will be reviewed and approved by the Governing Body annually.

### **15. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Care and Control policy

APPENDIX 1: The Golden Rules/ The Friendship Policy

# FOREFIELD INFANTS' GOLDEN RULES

We are honest.

We listen.

We are kind and helpful.

We look after property.

We don't tell lies.

We don't interrupt.

We don't hurt each other

We don't damage things.



We always work hard and try our best so that we can learn and grow together!

## Friendship Policy



We don't bully, we don't upset people on purpose

We always listen and we give a response

We respect our friends



We take turns, we meet in the middle (compromise)



We include everyone in our games

We say nice things to each other



We welcome **all** people with a smile and want all people to



feel happy in our school

We always tell the truth



We always try to treat people the way we want to be treated



We always check on children that are sat on the Buddy Bench



We want you to know that Forefield is a great place to be because we share, we are friendly and welcoming, we are kind, no one is an outsider and everyone has their own uniqueness.

We are family.



## Appendix 2- Behaviour Management Strategy

Action/ Behaviour	Responses
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Stage 1	<p>Actions that do not follow the school code of conduct e.g:</p> <ul style="list-style-type: none"> <li>• fidgeting</li> <li>• swinging on chairs</li> <li>• distracting others</li> <li>• shouting out</li> <li>• talking at the wrong time unkind remarks</li> <li>• telling lies/tales</li> <li>• not looking after equipment</li> <li>• pushing</li> <li>• silly behaviour</li> </ul>	<p>The child will be given a verbal warning or non-verbal cue.</p> <p>If needed, a second verbal warning will be given and 1 Class Dojo point will be removed.</p>
Stage 2	<p>Same Actions as Stage 1 but those that are continuing despite the consequences of stage 1 being applied (within the same day).</p>	<p>If the behaviour persists, the child may be asked to sit elsewhere in the classroom/ dining hall/playground bench.</p> <p>A further Class Dojo point will be removed. If the behaviour continues the same day, after these consequences have been enforced, the matter will be escalated to a Stage 3.</p> <p>All behaviours that reach Stage 2 will be reported to parents/carers by the class teacher and must be recorded on CPOMS by the class teacher including their actions.</p> <p>Restorative conversation must take place between the adult and the child involved.</p> <p>Where pupils are requested to stay in due to not completing work, during lesson time, this is supervised by the staff member issuing the sanction</p>

Stage 3	<p>Same Actions as Stage 1 and 2 but those that are continuing despite the consequences of these stages being applied (within the same day) AND/OR - fighting - stealing - being disrespectful to staff - refusal to cooperate - answering back - being disrespectful to pupils (incl. socialmedia) - inappropriate language - intentionally damaging property</p>	<p>If the behaviour is escalated to Stage 3, the child will be immediately removed from their classroom/dining hall/playground etc and escorted to the Behaviour Lead, or in their absence the Assistant Headteacher. This must be recorded on CPOMS by the class teacher and actions recorded by Behaviour Lead, or in their absence the Assistant Headteacher.</p> <p>Consequences will be chosen by the Behaviour Lead, or in their absence the Assistant Headteacher. The actions carried out at Stage 3 will be recorded on CPOMS by the Behaviour Lead, or in their absence the Assistant Headteacher.</p> <p>The adult initially involved must also have a restorative conversation with the child.</p> <p>If the behaviour continues the same day, after these consequences have been enforced, the matter will be escalated to a Stage 4.</p> <p>Work may be repeated until it meets the required standard.</p> <p>The teacher, SENDCo, phase manager, Behaviour Lead, Assistant Headteacher may set up a personalised sticker/stamp chart for the individual or groups of children who may benefit</p>
Stage 4	<p>Same Actions as Stage 1, 2 and 3 but those that are continuing despite the consequences of the first three stages being applied AND/OR - serious assault - physical or verbal threats - intentional or derogatory racist or homophobic remarks - leaving the school grounds without permission - behaviour deemed by staff to be potential bullying</p>	<p>The child will be immediately referred to the Headteacher, or in her absence the Assistant Headteacher.</p> <p>Consequences will be discussed and agreed.</p> <p>The adult involved must also have a restorative conversation with the child.</p> <p>The child's parents/carers will be contacted and invited into school to discuss the incident and consequences which may include: a behaviour contract; involvement of the Learning Mentor, SENDCos, Designated Safeguarding Lead and/or external agencies; internal exclusion; a fixed term exclusion (decision of Headteacher); or a permanent exclusion (decision of Headteacher).</p> <p>The child, parents/carers and school may agree to implement an Individualised Behaviour Plan (IBP). This would involve parental consent and would be followed consistently by all staff who teach the individual.</p> <p>All incidents will be recorded on CPOMS by the Headteacher, or in their absence the Assistant Headteacher dealing with incident. In the case it is felt an exclusion is required, this will be discussed with the head teacher who will, ultimately, make the decision, notifying governors.</p>