



# Denmead Infant School

**"Where the Joy of Learning Begins"**

## Behaviour Policy

(to be read in conjunction with the Keeping Children Safe in Education 2024, the DfE's Suspension and Exclusion guidance, the DfE's Behaviour in Schools September Guidance, the Education and Inspection Framework, Safeguarding Policy, Child on Child Policy, SEND policy, Antibullying policy, SRE Policy, Attendance Policy, Equalities Policy)

### At Denmead Infant School, we believe that:

- all children and staff have the right to work in a safe, orderly and supportive environment where everyone is respected and valued.
- good behaviour is essential in maintaining a secure and happy school where we can all learn.
- all children should learn to take responsibility for their own behaviour, and that all school staff are responsible for helping them to do so.
- parents/carers should work with the school to enable their child/children to develop their personal and social skills, to enable them to be happy with who they are and become good citizens both in and outside school.

### Our aims:

- to create a calm, safe learning environment in which each child is able to develop his/her skills and talents and experience success.
- for all members of the school community to value themselves and others, developing positive relationships that demonstrate the British Values of Democracy, Individual Liberty, Mutual Respect, Tolerance, The Rule of Law.
- for all members of the school community to accept that everyone is unique.
- to nurture the development of self-regulation by promoting high standards of behaviour and by providing a consistent approach to effective behaviour management.

### Our School Behaviour Code



Meet Kindy, one of school superheroes. They remind children to follow three simple behaviours that prepare young people for their roles as future citizens:

***'Kind hands, kind feet, kind mouths'***

This code is upheld by the whole school community, including parents, carers and governors, and reinforced through assemblies, PSHE activities and general expectations of classroom behaviour.

Children are also taught that this is a behaviour code, not just for school but for life.

### **Positive behaviours we encourage in school and when learning off site**

- Good manners from all children and adults
- Respect for all children and adults in our school community
- Excellent attendance from children and adults in school
- Proud walking
- Good care to be taken of our property, our learning environments and the resources we use
- Pride in ourselves
- Independence, Resilience, Teamwork, Creativity, Fearlessness - just like our learning superheroes
- Positive Praise
- Use of strategies that help our self-regulation
- Good listening
- Children and adults who help us stay safe
- Patience
- Kindness
- Empathy
- Equity

### **Celebrating good behaviour**

At Denmead Infant School, we believe children's good behaviour choices should be celebrated for children to learn the value of making positive behaviour choices. Positive praise is therefore our primary behaviour management strategy.

As such, every week, two children from each class are celebrated for demonstrating one of more of the Denmead Infant School Superheroes learning behaviours. They are presented with a certificate, a Headteacher sticker and their first names are published in our school newsletters.

Teamwork is an essential ingredient of being an effective community. Every class has an opportunity to work collaboratively towards a class reward that recognises and celebrates positive behaviours in class.

Working together, classes strive to be awarded the 'feather duster' which is presented to the class who maintains the highest standards of tidiness. This may be in relation to their corridor area, their classroom or another learning environment within which they have been learning. The Denmead Infant School Council conduct daily monitoring and report their findings to the Headteacher.

## **Behaviour is a Communication of Need**

All adults across the school will use these phrases if a child is displaying dysregulated behaviour:

- 'Name of child' I can see that you are feeling angry/excited/disappointed/frustrated...
- I wonder if you need some help/a drink/something to eat/some time out?
- I wonder if you can tell me how your body feels?
- Oh, it looks like you're finding that really tricky. I'm so sorry, let me / would you like me to help.
- I imagine that must be really hard for you/ I can see you are struggling.
- I know it is really hard when... (things end/you don't get picked/you have to wait)/I can see that is hard.

Where appropriate, staff should empathise and take account of any contributing factors that are identified after a behaviour incident has occurred. For example, the child may have suffered bereavement, have experienced abuse or neglect, have mental health needs, have been subject to bullying, have needs including SEND (including any not previously identified), have been subject to criminal exploitation, or be experiencing significant challenges at home.

Therefore, response to behaviour may have various purposes. These include:

- **Deterrence:** sanctions can often be effective deterrents for a specific child or a general deterrent for all children at the school. 'Natural consequences' will act as a deterrent for children for whom a personalised approach is required.
- **Protection:** keeping children safe is a legal duty of all staff. In response to inappropriate/unsafe behaviour, a protective behaviour may be actioned, e.g. removing a child from a lesson, may be immediate or after assessment of risk.
- **Improvement** (often including restorative elements): to support children to understand and meet the behaviour expectations of the school and reengage in meaningful education.

Children will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Children should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

We understand that sometimes children make mistakes. Therefore, we must all actively work together to prevent and address all inappropriate/unsafe/abusive conduct including:

- **Bullying/cyberbullying**
- **Aggression (verbal, physical and child on child)**
- **Prejudiced based and discriminatory behaviours/bullying**
- **Derogatory language**
- **Disrespect of people and property**
- **Complacency/under achievement due to lack of engagement/effort**
- **Defiance and disruption**
- **Radicalisation/extremism and use of materials/websites which promote this way of thinking**
- **Dishonesty, stealing and cheating**
- **Sexual harassment**
- **Sexual abuse**

- **Sexual violence**

The Antibullying Policy, Safeguarding Policy, Child Protection Policy, Equalities Policy and Child on Child Policy should be referenced for procedures regarding the above. All adults working across the school will follow a consistent approach to ensure that children uphold our values.

Below is an overview that all adults will use when working with children who are demonstrating, through their behaviour choices, a communication of need. Note that each session will be a 'fresh start' for all children, unless a personalised Individual Behaviour Management Plan (IBMP) or risk assessment is in place. Staff will model the expected reflection using language from the tables on the next pages.

|   |                                                                                                                                                                                                                                             |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Staff will praise desired and expected behaviours and 'catch the good.'                                                                                                                                                                     |
| 2 | Brief discussion with child regarding behaviour and confirm child is aware of expectation, ensuring all language is clear and concise and that sentences/key phrases/terminology from this policy are used.                                 |
| 3 | If the child still does not make the correct choices, class adults will remind / encourage the child to make the correct choices.                                                                                                           |
| 4 | Note some behaviours result in immediate intervention – refer to sanction and parental involvement sections in the flow chart below.                                                                                                        |
| 5 | If the child has still not been able to improve their behaviour, then a consequence will be issued. (see flow chart below) ensuring all language used is clear and concise and sentences/key phrases/terminology from this policy are used. |

| Kind hands                    |                                                     |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                            |
|-------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intervention Level            | Behaviour                                           | Example                                                                                                                                                                                                                                                                                           | Consequence                                                                                                                                                                                                                                                                                                |
| <b>Classroom intervention</b> | I did not use kind hands...                         | Because I ... <ul style="list-style-type: none"> <li>• pushed a friend</li> <li>• scribbled on learning (mine or my friends)</li> <li>• took something from a friend</li> <li>• used my hands in an unkind way (e.g. scratched, pinched, smacked)</li> <li>• moved furniture</li> </ul>           | <ul style="list-style-type: none"> <li>• The adult will give me a verbal reminder about the expectation and make a discrete tally. If my behaviour is repeated for a second time in a lesson/break time, I will be verbally reminded and another tally discretely added to my teacher's record.</li> </ul> |
| <b>Sanction</b>               | I did not use kind hands...                         | Because I repeatedly... <ul style="list-style-type: none"> <li>• pushed a friend</li> <li>• scribbled on learning (mine or my friends)</li> <li>• took something from a friend</li> <li>• used my hands in an unkind way (e.g. scratched, pinched, smacked)</li> <li>• moved furniture</li> </ul> | <ul style="list-style-type: none"> <li>• EYFS Two minutes lost play (immediate)</li> <li>• Y1/ three minutes minutes at play / lunchtime</li> <li>• Year 2 five minutes at play / lunchtime</li> </ul>                                                                                                     |
| <b>Parental involvement</b>   | I did not use kind hands...<br><br>Physical assault | Because I have <ul style="list-style-type: none"> <li>• not used kind hands</li> <li>• been Involved in rough play which has hurt other children</li> <li>• removed my clothing</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>• DHT/HT intervention</li> <li>• Telephone notification to my parents by my class teacher, DHT or HT</li> </ul>                                                                                                                                                     |

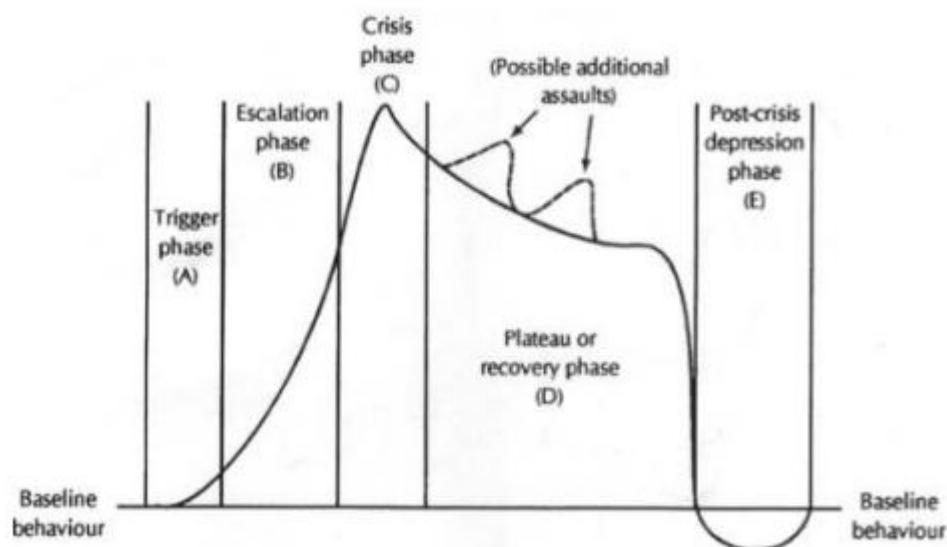
| Kind feet                     |                                                    |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                          |
|-------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intervention Level            | Behaviour                                          | Example                                                                                                                                                                                                                                                                                                                                                                               | Consequence                                                                                                                                                                                                                                                                                              |
| <b>Classroom intervention</b> | I did not use kind feet...                         | Because I <ul style="list-style-type: none"> <li>left the classroom without asking an adult</li> <li>physically avoided an adult who was trying to help me</li> <li>made myself unsafe by climbing</li> <li>used my feet in an unkind way (e.g. tripping, kicking people under the table)</li> <li>been involved in rough play which has hurt other children</li> </ul>               | <ul style="list-style-type: none"> <li>The adult will give me a verbal reminder about the expectation and make a discrete tally. If my behaviour is repeated for a second time in a lesson/break time, I will be verbally reminded and another tally discretely added to my teacher's record.</li> </ul> |
| <b>Sanction</b>               | I did not use kind feet...                         | Because I repeatedly... <ul style="list-style-type: none"> <li>left the classroom without asking an adult</li> <li>physically avoided an adult who was trying to help me</li> <li>made myself unsafe by climbing</li> <li>used my feet in an unkind way (e.g. tripping, kicking people under the table)</li> <li>been involved in rough play which has hurt other children</li> </ul> | <ul style="list-style-type: none"> <li>EYFS Two minutes lost play (immediate)</li> <li>Y1/ three minutes at play / lunchtime</li> <li>Year 2 five minutes at play / lunchtime</li> </ul>                                                                                                                 |
| <b>Parental involvement</b>   | I did not use kind feet...<br><br>Physical assault | Because I have... <ul style="list-style-type: none"> <li>Used my feet to hurt / injure someone</li> </ul>                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>DHT/HT intervention</li> <li>Telephone notification to my parents by my class</li> </ul>                                                                                                                                                                          |

|                               |                            |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                           |
|-------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               |                            |                                                                                                                                                                                   | teacher, DHT or HT                                                                                                                                                                                                                                                                                        |
| <b>Kind Mouth</b>             |                            |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                           |
| <b>Intervention Level</b>     | <b>Behaviour</b>           | <b>Example</b>                                                                                                                                                                    | <b>Consequence</b>                                                                                                                                                                                                                                                                                        |
| <b>Classroom intervention</b> | I did not use kind a mouth | Because I <ul style="list-style-type: none"> <li>• provoked others</li> <li>• have not told the truth</li> <li>• shouted at children</li> <li>• shouted at adults</li> </ul>      | <ul style="list-style-type: none"> <li>• The adult will give me a verbal reminder about the expectation and make a discrete tally. If my behaviour is repeated for a second time in a lesson/break time, I will be verbally reminded and another tally discretely added to my teachers record.</li> </ul> |
| <b>Sanction</b>               | I did not use kind a mouth | Because I repeatedly... <ul style="list-style-type: none"> <li>• Spoke to adults disrespectfully</li> <li>• used unkind word choices towards other children and adults</li> </ul> | <ul style="list-style-type: none"> <li>• EYFS Two minutes lost play (immediate)</li> <li>• Y1/ three minutes at play / lunchtime</li> <li>• Year 2 five minutes at play / lunchtime</li> </ul>                                                                                                            |
| <b>Parental involvement</b>   | I did not use kind a mouth | Because ... I have (e.g): <ul style="list-style-type: none"> <li>• used prejudicial language</li> <li>• sworn</li> <li>• spat</li> <li>• bitten</li> </ul>                        | <ul style="list-style-type: none"> <li>• DHT/HT intervention</li> <li>• Telephone notification to my parents by my class teacher, DHT or HT</li> </ul>                                                                                                                                                    |

When dysregulated behaviours are being demonstrated, the school applies an understanding of the Assault cycle. Staff use their understanding of this cycle in their approach to support dysregulation.

### The Assault Cycle

The Assault Cycle The PBS service uses the assault cycle (Kaplan and Wheeler, 1983), which is a model that provides understanding of the stages of dysregulation (trigger phase, escalation phases, crisis phase, plateau/recovery phases and post-crisis/depression phase) to better allow staff to support a child who is demonstrating aggressive behaviour.



The first stage recognises that there is a trigger, which may or may not be known to the adult or child. It is important to reflect and monitor on any behaviour changes; this is based on the premise that everyone has a 'baseline' where they exhibit behaviours that are non-aggressive. Early identification allows for emphasis to be placed on removing triggers, through methods of distraction and de-escalation. It is at this stage that it is important to remain calm and positive and for the child to feel validated. The child may be given time and space to comply, without feeling threatened.

As the child enters the escalation phase, their adrenaline levels will rise, as their body becomes ready for a 'fight', 'flight' or 'freeze' response. They are no longer able to learn or think rationally, as they are entering a state of emotional turmoil. They cannot easily respond to directions or attend to what is being said to them. Their higher brain is shutting down, as 'emotion overpowers logic and reason'. Their emotional brain takes control. It is important at this stage to 'always remain calm and in control' and ensure that the child is safe and that any audience is removed.

A child may quickly enter into the crisis phase, at which point the child may lose control. It is this heightened state of arousal that is sometimes referred to as "emotional hijacking" (Goleman), when a child is no longer able to think straight or communicate clearly.

**The priority must be to ensure that everyone is safe, e.g. call for support, evacuate children, use physical intervention.**

During the plateau/recovery phase, there may still be additional assaults and displays of aggression. The child may appear 'calm and rational' but this is not the time to discuss/'unpick' the problem with the child. The child can quickly re-escalate back to a crisis stage. Both the child (and adults involved) need time and space for recovery. Whilst recovery can take a long time, as long as 90 minutes, it is not until a child is in a post-crisis/depression phase that the 'brain is calm enough to think clearly'.

As long as a child is controlled by their emotional brain, a child will feel no remorse. It is important to wait for the postcrisis/depression phase before involving the child in the problem-solving stage. Praise their positive behaviour.

The school will apply knowledge of this cycle in its support for its children at all ages. This understanding will be applied on the rare occasion a child demonstrates behaviours which place them at risk of suspension.

Debriefing sessions will be offered following significant incidences.

#### **Protected Characteristics** (refer to Equalities Policy)

At Denmead Infant School, we also recognise and respect differences. Treating people equally does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that children may face in relation to their protected characteristics:

- **Disability** – we understand that reasonable adjustments may need to be made
- **Gender (including transgender)** – we recognise that girls and boys, men and women have different needs
- **Religion and belief** – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- **Ethnicity and race** – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- **Age** – we value the diversity in age of staff, parents and carers
- **Sexual orientation** – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage
- **Marital status** – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- **Pregnancy and maternity** – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth If a child makes a mistake and uses discriminatory/prejudicial language in a derogatory manner.

The following actions will occur for both the victim/perpetrator. This will be reviewed on a case-by-case basis:

- **First Incident** - Phone call from class teacher and letter received.
- **Second Incident** – Discussion with child with the DHT/HT about the Protected Characteristics/Equality Act an age appropriate level. Resources, role play, etc will be used deepen understanding of the impact of your child's behaviour. Letter received stating second incident.

- **Third Incident** – You will be invited in to meet with DHT/HT. Support package/monitoring timeframe agreed including parental responsibility. Letter received stating third incident.
- **Fourth Incident** - Fixed term suspension. Rights, Diversity and Social Justice Education adviser contacted for advice. Further meeting called to agree next steps following Hampshire guidance. Letter received stating fourth incident and agreed actions.

### Personalising Provision

Personalising Provision Sometimes, a child requires a more personalised approach than the whole school behaviour policy. Wherever possible, external agency involvement will be utilised to further investigate concerns and personalise provision, prior to suspensions being processed.

The following is an example of the systems that may be appropriate to follow if there are persistent behaviour difficulties being logged:

Child presents with behaviour of concern (unsafe to them/others, or disruptive to learners). Staff will monitor and make reasonable adjustments e.g. additional adult support, reassurance, rewards, distraction etc.



If behaviour/concerns persist, liaison with parents will occur and a monitoring period will commence.



Behaviour will be tracked using school systems and the monitoring period will close if behavioural incidents reduce.



If behavioural incidents do not reduce or they escalate, a meeting between the SENDCo and the class teacher will occur. The SENDCo will then support the teacher to analyse the behaviours using an Antecedent Behaviour Communication and Consequence chart (ABCC) and an iceberg model. This will inform an Individual Behaviour Management Plan (IBMP) and a personalised Risk Assessment (RA) for the child.



For children with an IBMP, their behaviour will be reviewed weekly/fortnightly/half termly with parents by the SENDCo resulting in changes to IBMP/RA (Asses, Plan, Do, Review).



If needed, external agencies will be utilised in the form of consultation, referral, outreach support (e.g. School nurses, PBS, Educational Psychologist, Riverside, Waterloo etc). \*External agencies will support the school with specialised guidance to inform/conduct continued cycles of 'Assess, Plan, Do, Review' alongside parents.



Other provision and actions may be taken to reduce risk e.g. personalised risk assessments, reduced timetable, suspension, use of alternate education providers (e.g. Robin's Oak) Evidence submitted in a request for an EHCP if appropriate.



If unsafe behaviours/disruption to learning continue despite significant provision and external agency involvement, permanent exclusion may be considered/processed.

\*If however, the concerns raised and shared with external agencies have not resulted in further guidance or support, due to limited resources/agencies overwhelmed by need, the school will action provision as appropriate. If the child continues to present with unsafe behaviours, or behaviours which impede other children's right to an education, the school will action a suspension.

Please note, that at any stage detailed above, should the child successfully meet behaviour expectations, the progression down the flow chart stops and they return to follow the traffic light system.

The child needs to demonstrate this over a set period of time. Each child's provision will be reviewed on a case-by-case basis.

In exceptional circumstances where a child has seriously breached the schools' behaviour policy and is involved in a first or one-off extremely serious incident, the Headteacher will reserve the right to suspend the child. In all cases, suspension will only result if allowing the child to remain in school would seriously harm the education and welfare of the child or others in the school. This will be communicated to the parents at the earliest "reasonable" point in the timeline of behavioural events.

Hampshire identifies the following as reasons for suspension/exclusion

- in response to serious or persistent breaches of the school's behaviour policy and
- where allowing him or her to remain in school would seriously harm the education and welfare of your child or others in the school.

For more information please see: Exclusion from school | Hampshire County Council ([hants.gov.uk](https://hants.gov.uk))

### **Physical Intervention**

The following is an extract from Keeping Children Safe in Education: 166.

*There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of the classroom.*

The school ensures that all staff who engage in restrictive handling of children are fully trained in accordance with H.C.C guidance.

In the case of harmful sexual behaviours, these tools may be used:

- Brooks Traffic Light Tool
- Harmful Sexual Behaviour Framework (NSPCC)

- Personalised Plan in place (Child on Child Plan)
- Regular communication with parents
- Liaison with external agencies, e.g. Children's Services, CAMHs, signposted support groups