



1. Introduction and aims

We have high expectations of behaviour and believe it is an integral part of the school's Christian vision, values and ethos to provide a caring, calm and secure environment which is built around positive relationships and promotes self-awareness and self-esteem. Strong relationships between all members of the school community are at the centre of our school's vision and are at the heart of the behaviour policy. These are formed as a result of getting to know our children, showing daily acts of care and kindness and fostering mutual respect and trust. This works alongside fair, visible and consistent routines, expectations and boundaries.

We want all our children to be the best version of themselves.

We aim to promote a positive ethos where all our pupils feel valued, listened to, supported, respected, motivated, successful and safe. Adults and pupils within our school community act as good role models and set high standards by promoting sociable behaviour at all times.

We expect a consistent commitment from all our staff and pupils in implementing this policy. Consistency is key to the behaviour strategies being successful and this will be monitored on a regular basis by the Senior Leadership Team (SLT).

At Normanton All Saints CE Infant School **all staff** will:

- Act as positive role models and work collaboratively. They will live out our Christian vision 'Respect, Empower, Grow' and values by actively promoting Forgiveness, Respect and Friendship in relation to promoting good behaviour.
- Establish a positive and purposeful learning environment where all pupils can succeed and are respected.
- Set high expectations and be ambitious for all our pupils.
- Foster strong relationships and caring attitudes towards others and the environment and encourage pupils to co-operate with each other.
- Provide a school curriculum which is stimulating and challenging and promotes self-esteem and self-motivation.
- Teach children about self-awareness and the importance of being empathic towards others. Help children to understand that they need to control their behaviour and impulses and help them to make informed choices.
- Set clear boundaries and teach pupils what is acceptable and appropriate behaviour. Provide them with a range of strategies which they can use in and out of school and later in life.
- Treat all pupils fairly and with respect.
- Maintain a consistent approach in line with the school vision and policies.
- Follow legal and procedural guidelines.

2. Our vision and values

The school's vision is summarised in 'Respect, Empower, Grow.'

Respect- We respect and love one another

Empower- We encourage and strengthen one another

Grow- We grow and flourish together as individuals within a community

As a school we believe that God created everyone and formed us in his own image. We are all special and unique. We need to respect each other; respect the world we live in and respect ourselves. It is important that we treat others the same way that we would like to be treated. Through our Christian values of hope, respect, thankfulness, perseverance, friendship and forgiveness, we empower learners to live these out in their actions, relationships and behaviours. Values such as friendship ensure that good relationships are built between pupils, staff and families and the value of forgiveness ensures that we learn to forgive one another and to consider our actions and words and the impact these can have on one another.

3. Our school rights and responsibilities

These three rights are our school rules. We strongly believe that **all pupils** and adults have:

1. **The right to learn**
2. **The right to keep safe**
3. **The right to be treated with respect**

Our pupils know that they *all* have a responsibility to keep these rights both when we are attending school and out of school. It is important that pupils have a clear understanding of their rights and responsibilities and we regularly reinforce this message in weekly worships and daily routines. We encourage pupils to become responsible for their own actions and have a

recognition system in place which praises and celebrates this. Through clear and consistent routines and systems pupils are taught how to conduct themselves appropriately in order to maintain these rights.

4. The role and expectations of the school community (See the above aims for the expectations of all staff and pupils)

Strong school leadership - Headteacher and Senior Leadership Team

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, if requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school. The Senior Leadership Team (SLT) supports staff in the implementation of this policy and seeks opportunities for staff to improve practice if felt necessary.

The Governing Body

The Governing Body has a duty to make arrangements to ensure that their functions are carried out to safeguard and promote the welfare of pupils, ensuring this policy is working in practice. It is the responsibility of the Governing Body to support the Headteacher and staff in the implementation of this policy. The Governing Body will also ensure the policy is reviewed annually and will discuss and approve any changes made.

Liaison with parents and other agencies

We endeavour to foster good relationships with parents/carers and appreciate that their support is essential in maintaining a happy, safe and secure school environment. We expect all adults, including parents, to live out our vision of 'respect, empower, grow' by showing respect within our school community.

We offer an open-door policy where parents/carers can arrange to discuss concerns with the class teacher at the end of the school day.

The headteacher or member of the SLT will record high level behaviour incidents and parents will be contacted when their child's behaviour is causing concern. Parents will be involved in the implementation of individual behaviour plans, risk assessments and positive handling plans where necessary. Support will be sought from the SENDCO and referral to Educational Psychology Service, SEMHs team, Team Around the School, Future in Minds or CAMHS where necessary.

Staff development and support

All staff have read and agreed this policy to ensure that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should consult with the SENDCO or/and designated persons for behaviour management. Planned CPD is held to discuss behaviour management strategies and school systems to support individual pupils and staff. Research and reading are used to support CPD including Tom Sherrington's Teaching Walk Thru and Paul Nix 'When the adult changes the behaviour changes.' Staff dealing with the use of reasonable force will have carried out the relevant team teach/ React training and will work under these guidelines and practices. Staff, who have not carried out team teach/ React training, must use the red card system if physical intervention is needed. Physical intervention is always a last resort and parents will be informed and the correct paperwork will be completed if the use of reasonable force has been required.

5. Safeguarding and behaviour

The school understands the importance of identifying triggers for certain behaviours. As part of safeguarding training staff are made aware that behaviour can be a sign/signal that a child is needing support and this is their way of communicating this in school. The school is committed to safeguarding all its pupils and will explore thoroughly the root cause of any negative behaviours and will speak with parents and/or refer concerns to appropriate agencies if necessary. Staff will always listen to the child and act in their best interest. The school will not tolerate and will always swiftly address inappropriate behaviour and understands that this can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Child on child abuse, will always be taken seriously and swiftly acted upon. Both inside and outside school as well as online incidents will be responded to appropriately. Children will be encouraged to report concerns freely. Children are encouraged to talk to any member of staff in school about any worries they may have and children are taught that the DSLs have specific training to help keep them safe. However, children will often not feel ready or able to tell someone about the abuse. We work hard to build trusting and safe relationships with all our pupils and all staff are encouraged to be professionally curious if they suspect safeguarding issues.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As with all safeguarding issues our staff will recognise that 'it could happen here' and be vigilant to

signs and indicators that a child could be suffering. Brook traffic light and the NSPCC toolkit will be used when looking at SVSH linked to age-appropriate behaviours.

Support, reporting and intervention- All safeguarding concerns (including those linked to behaviour) are reported on the school's CPOMs system. Children who have been subjected to/involved in inappropriate or poor behaviour will be supported by the pastoral systems, team in school and external agencies if required. Regular reminders about the school's helping hand takes place through whole school assemblies and posters are displayed in classrooms and around the school. Each class has a worry monster and worry bin for pupils to use, which is regularly checked. Anti-bullying weeks also take place and information is shared in school and at home. The RHE curriculum, alongside the work of the NSPCC Pants campaign, also covers things such as healthy relationships and carefully chosen books alongside role play and visual images help communicate messages to our young children.

6. Whole school approaches

Consistency in behaviour expectations, school techniques and systems, is crucial. Vocabulary chosen by all staff must reflect the high standards of care and consideration that is placed on all pupils. We encourage and reinforce good behaviour by praise and obvious signs of approval. Good manners are expected and addressing everyone by name is promoted by all in the school.

Pupils are expected to move around our school safely and calmly. Set routines and signals, such as 1, 2, 3, are used when children transition between areas such as from the carpet to the tables. When adults require the attention of the children they will use strategies such as holding up their hand to show they require them to stop and be ready to listen. The expectation is that all pupils follow this and pause and time will be given to make sure this signal is followed. All these approaches ensure that we have a calm and purposeful environment at all times in school so that time is spent ensuring quality-first teaching and learning for all of our pupils. It is important the children understand the reasons for such strategies for example 'we walk around the school to be calm and safe'.

We use praise and reward systems fairly and consistently throughout the school to promote positive self-esteem. We recognise positive behaviour in the following ways:

- Verbal praise
- Recognising and commenting on the good behaviour and using good role models
- Smile/thumbs up/high five
- Comments written in books
- Stickers and Headteacher's stickers
- Marbles or pom-poms (collected in a jar leading to a reward)
- Showing good work to the class, other teachers or Headteacher
- Being given a responsible job
- Additional responsibilities such as a member of the School Committee, Playground Buddy, Dining Hall Helper, Happiness Ambassadors
- Celebration Assembly and individual certificates for attitudes, behaviour, work
- Headteacher's award and trophy which is then rewarded with a hot chocolate with the Headteacher
- Golden table postcards for excellent lunchtime behaviour
- Good manners tokens and prizes
- Class star of the week
- Specific mention to parents

Our morning routine

We aim that all our children are safe and happy in our school and that they have a calm and relaxed start to the school day. Our start of the day routine is as follows:

1. Meet and greet- All children will be welcomed into school positively by a familiar adult with our safe touch approach and with a smile, hand shake, hug, high five (which they have chosen to feel most comfortable with). This supports connection and releases oxytocin.
2. Mindful movement. A clam, mindful movement session will help to support co-regulation and allow emotions (energy in motion) to flow through the children's bodies and release endorphins.
3. Thought splat- With the support of the adult, children will journal their thoughts. This reinforces that they are not their thoughts and feelings and the importance of sharing/ noticing/ talking about these. The aim is to try to ensure that the children are fully present in each moment, so we get the most out of our day and learning.

4. Mindful minute- They will have a minute to sit and relax and concentrate on their breathing. We want children to feel calm, by making their breathing regular and their hearts to beat steadily. This means that we have lots more energy to focus, concentrate and learn!

5. Positive affirmations- We teach that in every situation, there is a thought, which creates a feeling, which gives us a sensation and then an urge to act. If we know this and understand this, we can 'catch' negative thoughts and swap them for positive ones. Staff will share with the children positive affirmations to help them feel positive such as 'I am kind. I am resilient.'

6. Wise word of the day- We want our children to fill your minds with goodness and messages which encourage us all to grow personally so we can show up as our best selves. Wise words will be shared to start our day positively and will be referred to throughout the day

Our Class families

We promote a school family ethos where every member is valued and cared for. Time at the start of the school year is spent developing a successful class family ethos. Each class will choose and name their class mascot and they are welcomed in to their class family. Each class in school will have the rights and responsibilities poster displayed. Each class will have a recognition board that aims to encourage all pupils to demonstrate the school's behaviour expectations and Christian Values. Individual classes also follow their own class family Star of the Week reward system. The class family mascot is given to the 'Star of the Week' for the weekend. At the end of every day each class family will come together for their candle time again reinforcing the class family ethos.

Learning Muscles

The learning muscle approach teaches the children the importance of good learning behaviours such as perseverance, being brave, aiming high and co-operation. These are linked to child friendly stories and mascots that are shared in both worship time and the classroom. Children are recognised when they are demonstrating these learning muscles by giving rewards such as stickers.

Lunchtime and playground behaviour

Lunchtime supervisors and on duty teaching staff are responsible for maintaining behaviour systems throughout break and lunch times and feedback to staff/ SLT if required. All pupils will be expected to behave at this time and to follow the school's rights and responsibilities.

During lunchtimes a member of staff is made known to the pupils as the mediator. This person promotes peaceful problem solving and encourages pupils to follow the playground rules.

The red card system (see below) applies at lunchtimes and playtimes and all staff are expected to assess the seriousness of the behaviour in terms of high, medium and low-level behaviour.

7. Relationships and Health Education (RHE), Mental Health

Our RHE curriculum is delivered through the One Life programme which focuses on social, mental and physical fitness. Through age-appropriate texts and lessons children will be explicitly taught about self-awareness, self-care and self-identity and will be provided with a 'tool kit' (strategies) which they can use to be resilient, flexible and to bounce back. We teach RHE to all of our pupils which teaches the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and adults. They will learn how to keep their bodies healthy and safe and the importance of exercise, sleep and food to provide fuel. They will be taught boundaries with their peers including when they are online and the importance of privacy especially the right they have over their own bodies.

Mental health and behaviour

- ✗ Bullying
- ✗ Discrimination
- ✗ Breakdown in or lack of positive friendships
- ✗ Deviant peer influences
- ✗ Peer pressure
- ✗ Poor pupil to teacher relationships



School

- ✓ Positive school climate that enhances belonging and connectedness
- ✓ Clear policies on behaviour and bullying
- ✓ 'Open door' policy for children to raise problems
- ✓ A whole-school approach to promoting good mental health

The school will use the DFE guidance *Mental health and behaviour in schools* and the Church of England's *Mental Health Guidance* to best support its pupils. School has a central role to play in enabling pupils to be resilient and promote good mental health and well-being. The Church of England guidance lists a number of risk and protective factors for Children and Young People's Mental Health which the school will use to support the mental health of children and their families. The school's approach to mental health and behaviour is part of a whole school approach. The school will seek advice and guidance from external services, such as Future in Minds, CAMHS, SEMHS, WISENDSS, CFIT to help provide support for the child. This will be discussed with the SENCO and also parents. Mental health and well being is taught through the schools RHSE curriculum and is supported through our Thrive approach (see below).

Behaviour and attachment/trauma

The school has a proactive approach to working with children/families that have experienced attachment and/or trauma. The whole school team have received training on how attachment and trauma can impact on a child's behaviour and continue to work together and with external agencies to ensure a consistent approach where pupils and their families are well supported. All staff receive training regarding the impact of Adverse Childhood Experiences (ACEs) as part of their annual induction and it is regularly reflected upon during staff CPD.

8. Pupil support systems

As a caring and inclusive school, we are aware that whilst our behaviour system will meet the needs of the vast majority of our children, it may not be suitable for every child. Therefore, we will review and adapt the management of this to suit individuals. Teachers will work with the SENDCO to implement an individual behaviour system, which will work alongside our whole school expectations and will be linked to our school vision.

For pupils who are having persistent behaviour difficulties the school will provide targeted pastoral support or mentoring by adults or peers such as drawing & talking, playground buddies and other intervention support groups. Our school learning mentor and Thrive practitioners will work closely with targeted pupils and their families. IBPs will set small and achievable targets and possible resources and strategies will be identified. Half termly meetings to discuss progress towards individual targets will take place alongside staff and parents. All pupils regardless of gender, race, age, ability or disability have the right to feel safe and secure at school. We will encourage equal access to praise, incentives and rewards. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to prevent any further occurrences. We will do everything we can to ensure that all pupils attend school free from fear.

Intervention and resources

We aim to teach pupils the strategies for calming down, dealing with conflicts and overcoming fears or worries. We embed the teaching of essential life skills, such as keeping safe, making choices, developing friendships and peacefully resolving conflicts, throughout the curriculum. A range of visual resources are used to teach social and emotional skills, such as our calming down books and posters. Such resources are consistently used across school including at lunchtimes. Whole school themed weeks, such as national anti-bullying week, provide an excellent opportunity to approach difficult issues. Our learning mentor works closely alongside families and provides in and out of school support. Sensitive issues within school are tackled through intervention groups such as drawing and talking and healthy heroes. Parental support is also provided through the work of the learning mentor.

Thrive- The school uses the Thrive approach to support all learners.

'Every child needs to feel valued, involved and appreciated.' ~ Thrive

The Thrive approach is a research-based approach that uses developments in neuroscience, attachment theory and child development to help practitioners better understand children's behaviour. Behaviour is a tool for communication and the Thrive model provides a lens through which to look at and interpret children's behaviour, enabling staff to identify the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions. Through the Thrive development strands of being, doing, thinking and power and identity, our licensed practitioners use targeted strategies and activities to help children develop socially. They will work with identified pupils on an individual and small group basis.

Managing pupil transition

We understand that times of transition can be difficult for many pupils and support may be required. Prior to moving year groups, staff meet to discuss individual pupils and effective strategies used to de-escalate behaviours and re-engage pupils. IBPs and transition assessment grids are shared and discussed in detail to inform teaching and planning. Additional transition meetings will be arranged for pupils who may find the transition difficult. The SENCO and EYFS team complete visits to our nursery and private nurseries where it has been identified that a pupil may struggle to transition into full time education. An important part of transition procedures for our upper foundation stage pupils involves the EYFS team speaking to both parents and the child's current setting.

9. Discouragement and consequences

Inappropriate behaviour must be discouraged at all times. Pupils will learn that they need to be responsible for their behaviour. It is imperative that any consequence is applied fairly and is fully explained. The aim of consequences is to discourage future misbehaviour. Wherever possible, every pupil must feel that every day is a fresh start linked to our Christian value of Forgiveness. Giving consequences should be done in a firm and fair way which is consistent with the school expectation that all people will be treated with respect. In all cases it is important not to divert from the actual problem by engaging in other discussions with the pupil. Staff should remain calm and firm however challenging the behaviour. Staff will make every effort to ensure that the pupil is aware that it is the behaviour which is unacceptable, not the child.

When dealing with incidents of unacceptable behaviour staff will assess the severity and decide whether the behaviour is a low/ medium or high-level behaviour. Staff responses need to be appropriate to the level of seriousness of the behaviour. Staff will deal directly with the incident involving the pupil and teachers and leaders may need to inform the parents of all parties. Behaviour, depending on the incident and severity, may need to be recorded on CPOMs by teachers and leaders.

Low and high levels of poor behaviour and strategies to deal with this- Staff, without delegation, will involve the pupil in dealing with breaches of good manners and behaviour immediately within the classroom, playground or around school.

Practical strategies and steps, with reference to our rights and responsibilities, in dealing with low and medium levels:

1. A quick and quiet reminder of the instruction and the expected behaviour the adult is looking for.
2. Reminder given directly and make them aware of the behaviour. The child will have a choice to do the right thing.
3. A clear verbal warning is delivered privately to the child making them aware of their behaviour and clearly explaining the consequence if they continue. They then are given a chance to do the right thing. Remind them of their good previous conduct to make them know that they can make good choices. Walk away and give them the time/ space to follow this.
4. Time out is given where the child speaks with the adult away from others. Re-set boundaries and talk about their next step. Remind of previous good conduct and behaviour. A few minutes time out is given. She/he must not be left in the classroom without supervision. If refused the child may need to leave the area and a Senior Leader/ Thrive practitioner will be involved and time out will take place somewhere else.
5. Once the child has had time to stop and reflect a short conversation will take place. This will be when other children are not present and therefore this could take place in the child's break/ lunch time. The 'hot cross bun' approach may be used to identify and talk about the behaviour (urge), the thoughts and the sensations at that time to help the children recognise this and give them the strategies if this occurs again. Discussion about how they are going to restore the relationship or resolve the disruption will take place.

High- During high level incidents staff will use the red card behaviour incident system to make the designated persons aware. A member of the SLT/ Thrive practitioner may need to be called into the classroom/setting to deal with the incident and the pupil may need to be removed from the situation. Team teach/ React may need to be used at this time by trained persons. High level behaviour will be recorded on CPOMS and the Headteacher/ senior leader will also inform the parents/carers on the same day. In cases of repeated behaviour, the parents/carers will be invited into school to discuss behaviour with the headteacher. Formal plans and risk assessments may need to be put in place.

Suspensions/ Exclusions The Headteacher has the responsibility for giving fixed-term exclusions/suspensions to individual pupils and this must be done on disciplinary grounds (for serious acts of misbehaviour). A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. A fixed-period suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The Headteacher will inform the chair of governors and notify the LA of all exclusions. Parents will be also immediately informed about any exclusion. During the exclusion, work will be sent home by the school for the pupil to complete at home. On return from an exclusion a reintegration meeting will be held with the parents.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure the policy is administered fairly and consistently.

10. Pupil's conduct out of school

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately. We will investigate incidents of bullying, including online bullying, reported or witnessed outside of school involving our pupils along with behaviour which could adversely affect the school's reputation. In such cases the Headteacher will assess the situation and will make an informed decision to the most appropriate school behaviour systems that may need to be put in place. Members of staff are not expected to deal with incidents outside of school that might put themselves in danger. Staff will be expected to use their judgement about whether or not to involve themselves in incidents outside of school. It may be more appropriate to call outside agencies such as the police.

11. Confiscation and searching both with and without consent

The headteacher and the SLT can search a pupil or their possessions with or without consent where they have reason to suspect the pupil has brought a prohibited item such as a weapon, alcohol, illegal drugs, stolen items.

12. Using reasonable force or other physical contact

Staff only intervene physically to restrain pupils or to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils and follow the team teach/ React guidelines and DFE guidance on the 'Use of Force in schools' July 2013.

This policy was reviewed by the Headteacher and the Senior Leadership Team- September 2024

It was agreed by the Governing Body on 30th September 2024

Safeguarding (please see Safeguarding Policies and Health and Safety Policies for further details)

Child Protection Through their day-to-day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect. Where it appears to a member of staff that a child may have been abused, the school is required, as part of local child protection procedures, to report their concerns to social services immediately. The Headteacher (and the Deputy Headteacher in her absence) is the designated teacher responsible for child protection. The Chair of Governors is the designated governor responsible for child protection.

UK-General Data Protection Act School collects data in order to meet its statutory responsibilities for the provision of education to children in accordance with the requirements of the Education Act 1996 and The School Standards and Framework Act 1998. Some of this data will be shared with Wakefield Metropolitan District Council and may be shared with other agencies that are involved in the health and welfare of school children. Please be aware that personal data is also covered by the Data Protection Act 1998 whereby you as an individual may be liable if you disclose personal data inappropriately. Please see the school's Data Protection policy.

Safe recruitment and selection of staff This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts are exempt from the Rehabilitation of Offenders Act, therefore all convictions must be declared. Providing false information is an offence. Appointed staff, governors, regular volunteers and trainees have identity, qualification and criminal records bureau checks and have been successfully cleared to work with children.

Inclusion The policy will be applied to all pupils. We welcome our general responsibilities under the Disability Equality Duty by promoting equal opportunities, eliminating discrimination and improving access to learning for disabled people. In order to comply with the requirements of the DDA 2006 we will make reasonable adjustments to ensure all stakeholders understand and can follow this policy. We will actively seek to remove any barriers to learning and participation that may hinder or exclude individuals or groups of pupils.

Monitoring and review This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy on request. It will be reviewed annually and appropriate to new legislation or to the needs of the school.

The school behaviour policy acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEND. Punishment must be reasonable and account must be taken of the pupil's age, any special educational needs or disability they may have. (Section 91 of the Education and Inspectors Act 2006).

The signed and original paper copy is available in school on request alongside any appendices above.