



BEHAVIOUR POLICY 2024-2025

Approved by: Learning and Achievement

Date: November 2024

Chair of Committee: Mrs S Elliott

Headteacher: Mrs Grimster

Next review due in September 2025 or earlier if required

Mission Statement – (this is being reviewed this year)

We aim to provide a happy, relaxed environment where children are encouraged and supported to achieve their full potential and to develop an attitude of care and responsibility towards others and their surroundings.

We ensure that the children in this school will attain the highest standards of which they are capable. We encourage the children to be independent and self-confident and we believe that this can be achieved more readily when teachers, parents and pupils work together in partnership.

Introduction

At Greasby Infant school everyone is special and we have high expectations of the way in which we all behave towards one another. Our priority is to foster self confidence, self esteem and independence in all our children, in a climate of growth and opportunity that will enable us to achieve the highest standards. We aim to create a school in which healthy children enjoy learning and develop the skills needed to grow into caring and responsible members of society.

We believe that children have a right to feel safe, to learn and to be treated with respect. We believe that this will enable our children to be confident and articulate with a lifelong love of learning.

Therefore governors, staff, parents and pupils must all work together to promote an atmosphere of mutual trust and respect, where everyone ...

- Is kind and thoughtful towards other people
- Is polite
- Listens carefully
- Takes care of their own and other people's belongings
- Takes care of their surroundings

All these things help us to learn happily and safely together.

Legal framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019

- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for Headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools' This policy operates in conjunction with the following school policies:
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board will have overall responsibility for

- Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.

- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SEMH / SENDco leader will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management collaborating with the governing board, Headteacher as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENCO, Headteacher, Subject leader.
- As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to one-self or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Lack of respect for adults

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Bullying

We agree with a local authority definition of bullying, which states that:

‘Bullying is a hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation and can affect an individual or group. Bullying isn’t when children and people of similar age and size find themselves in conflict, without an imbalance of power or use of intimidation’

Issues around bullying are best dealt with in partnership with parents and children must always tell their class teacher or other adults in school if they are concerned with the behaviour of others.

As a school we work closely with children and their families if a child has a particular issue they are concerned about. We try to prevent bullying in the following ways:

1. Ensuring the children follow our school rules;
2. Implement our approach if behaviour falls below our expected standard
3. Our personal, social and health education curriculum;
4. Regular assemblies;
5. Teach children about Anti-bullying each year through our scheme for PSHE;
6. Staff training;
7. Teaching our children how to resolve conflicts appropriately;
8. Work closely with families to prevent situations escalating over time.

Any concerns linked to bullying are logged on the school’s My Concern/CPOMS system. The head teacher must be alerted to all type of incidents to ensure that she is aware and can ensure that the appropriate actions and resolutions have been completed.

Child on Child Abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” and all child-on-child abuse is unacceptable and will be taken seriously.

As a school we recognise that child-on-child abuse can take many different forms both in and out of school. As a team we are also aware that although this may not be reported that this type of abuse may be happening within our school.

The staff are regularly trained to identify and effectively respond to these types of situations. The staff will closely work with all children to ensure that they know what to do and who they could speak to if they have been a victim of child-on-child abuse.

All staff at the school will be vigilant when interacting with the children in and around the school.

Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or

encourages physical abuse);

- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Most cases of child-on-child abuse will be dealt with under this policy but the Child Protection Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up skirting or sexually inappropriate pictures or videos (including sexting)
- Involves pupils being forced to use drugs or alcohol

If a pupil makes an allegation of abuse against another pupil:

- Concerns/disclosures must be recorded on My Concern and the DSL team notified, but do not investigate it;
- A member of the DSL team will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence;
- If required a member of the DSL team will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed;
- A member of the DSL team will contact the children and adolescent mental health services (CAMHS), if appropriate.

The school will minimise the risk of child-on-child abuse by

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Recognising that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- Recognising child-on-child abuse can happen to anyone by anyone regardless of their gender, race, sexuality or beliefs. The school's stance is that all child-on-child abuse is unacceptable and will be taken seriously.

- Ensuring the children follow the school rules as set out in this policy.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent.
- Ensuring pupils know they can talk to staff confidentially by discussing the people in the circle of trust. The children are regularly talked to about the adults in school they can talk to if they feel unsafe.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves.

Racist incidences

In accordance with local authority procedures all racist incidents are reported to the Head Teacher.

These will be logged by staff using the school's My Concern/CPOMS system.

These incidents are then reported to the local authority and the parents of victims and perpetrators as well as the Full Governing Body.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs. Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Managing behaviour

All staff implements the behaviour policy consistently and equitably, in order to create a predictable environment in which pupils know what the consequences of their actions will be. Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond to behaviour incidents in a way that is:

- Consistent
- Proportionate
- Fair
- Based on knowledge of pupils needs

Staff will consider afterwards how to prevent such behaviour from recurring.

The Headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Moving a pupil away from a distraction
- Verbal re-focus by adult

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the Headteacher immediately or, in the Headteacher's absence, the most senior member of staff.
- The Headteacher /SLT member investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the Headteacher /SLT member deems the incident to be unacceptable behaviour, they will record the incident, and decide on the necessary consequence.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the Headteacher /SLT will determine the period the pupil will be removed from the classroom and the where the pupil will remain for this period for example SLT office or another class.
- The Headteacher /SLT member lead will inform the pupil's parents about the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties support will be put in place.
- Where SEND is not identified, but the Headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place. Following incidents of unacceptable behaviour, the following sanctions will be implemented

Golden time

Each class should be reminded of our class rules, each class should discuss and agree their own individual class rules that also support the school's expectations of behaviour.

The value of Golden Time is that it encompasses a system of incentives and sanctions. All children begin the week with the expectation of Golden Time, they are not expected to earn this privilege. It takes place for 25 minutes on Thursday/Friday afternoons when children can choose activities not normally available to them.

Golden time is earned in 5 minute slots gained daily through good behaviour. At the end of each day the children are awarded a proud cloud dojo if they have had a good day. Over the week they can earn 5 dojos equating to 25 minutes. Children reflect on their own behaviour at the end of each day in discussion with the class teacher and decide if a proud cloud dojo can be given.

School Behaviour Procedure

1. Child discusses inappropriate behaviour with the class teacher.
2. If behaviour continues - Verbal warning / loss of proud cloud dojo – and a time out in F2 missed playtime in KS1
3. Teacher and child discuss behaviour individually, in pairs or groups as appropriate.
4. 2nd verbal warnings leads to a loss of playtime (children stand outside) followed by a discussion with Deputy Headteacher/KS1 Leader.
5. 3rd Verbal warning leads to playtime being missed (children stand outside) and a discussion with the Headteacher.
6. Child may write a “sorry” letter if appropriate, this can also be used a calming down strategy
7. Class Teacher / Head Teacher to contact parents to discuss behaviour in a supportive role.

Tracking Behaviour

Teachers will record the names of children and behaviour will be discussed at parents evening and if necessary additional meetings will be arranged. Staff will record this on My Concerns/CPOMS.

Children with persistent unacceptable behaviour, will be sent to the Headteacher. The teacher will inform parents/carers of any problems and work with them to improve their child’s behaviour.

Children with Emotional and Behavioural difficulties will be supported by the school’s SENCo, school ELSA and outside agencies Gilbrook Behaviour support, Educational Psychologists). Additional behaviour strategies may be used to support individual pupils.

Any child who puts his/her own safety at risk or that of other children will be sent immediately to the Headteacher , where he / she will stay until calmness returns. In exceptional cases, the head will decide whether to exclude the child for the remainder of the day.

Disruptive, anti-social conduct is more serious and rarely arises in the classrooms when the children are presented with interesting, challenging work suitable to their age and aptitude. Disruptive anti-social behaviour includes bullying and intimidation, fighting, stealing, truancy, vandalism, insolence, swearing, refusal to follow rules and conduct which causes a danger to the child or other children or staff in school and conduct which disrupts the education of other children.

The Headteacher will consider whether a suspension or permanent exclusion is necessary, in line with the school’s Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school’s strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils’ behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the Behaviour Policy - Date November 2024

likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT are aware of any pupil that is:

- Persistent unacceptable behaviour
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents,
- Providing mentoring and coaching
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Within our curriculum we use the Jigsaw programme. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition.

The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. walking in corridors, lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Online Behaviour

Though online behaviour incidents happen outside of school we recognise at Greasby Infant School that it can have a significant impact on the culture of the school. Through E-Safety lessons we teach the children that the same standards of kindness, respect and dignity should be adhered to and make parents aware that it is their responsibility to monitor their child's online use.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding adhd, autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Positive Handling Policy, staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour

constitutes for exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff. The pupil will be moved to a room that is:

- An appropriate area of the school e.g. outside the classroom, HT's Office
- Another classroom
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.

- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments and in consultation with SLT, e.g. those made for pupils whose SEND, EAL and ACE's may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

When a child is struggling with their behaviour and they have an EHCP the plan may be reviewed earlier,

School Rules

Ready, Respectful, Safe. Teachers have the right to teach and children have the right to learn. Children will be taught and modelled expected behaviours through our 3 R's principles:

- Ready
- Respectful
- Safe.

All children should be Ready to learn, Respectful to each other and their environment and feel Safe and be safe towards others. This is embedded in routines and always using clear and consistent language. At Greasby Infant School we are trauma informed and use this within our practice and make necessary adjustments when needed.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times. Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Recognition of Good Behaviour

In Foundation Stage children are rewarded with a dojo, in Key Stage One this takes the form of both class and individual rewards. Individual rewards may be stickers, certificates, Headteacher's award, team points or certificates for the Celebrations Assembly. Class recognition may involve collecting "Fish in a jar" which earns a class reward once the jar is filled. The children can then select their choice of reward e.g. class party / picnic, games afternoon etc.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour. As with praise, the school understands that providing behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded. Rewards for good behaviour will include, but are not limited to:
 - Verbal praise
 - Communicating praise to parents
 - Certificates, trophies and special assemblies
 - Positions of responsibility, e.g. School Council, Eco warriors, Register Monitors
 - Trips and activities for a whole-class or year group

Playtime/Lunchtime Behaviour

During playtime, any child who is not following the playground rules or behaving inappropriately will be given a verbal warning. If the child continues to demonstrate inappropriate playground

behaviour they will be given a second warning.

If a child behaves inappropriately for a third time they will miss the remainder of their playtime standing by the F2 –Year 1/2 door.

Sometimes a member of staff may feel it is more beneficial for the child to hold the hand of a grown up to provide an opportunity for reflection.

Severe behaviour – children to be sent in immediately and a senior member of staff will deal with the incident.

Playground Rules (as agreed by the School Council)

- Use the amphitheatre for quiet games and stories.
- Only use the adventure trail when it is dry.
- Always listen to the active play leaders and use the active play equipment sensibly.
- Play games that do not involve play-fighting.
- Use the bike rack and scooter store to keep bikes and scooters safe during the day.

Inappropriate playground behaviour/rules:

- Not playing with the playground toys appropriately.
- Not sharing equipment.
- Climbing trees
- Causing damage to the trees.
- Playing in the mud.
- Not putting milk cartons in the bin.
- Pushing other children
- Hitting/Violence towards other children
- Saying unkind words to others.
- Not responding to the teacher's instructions.
- Violence towards school staff
- Answering back Swearing (if persistent, parents/carers must be informed)
- Using language in an aggressive manner
- Spitting

The above is not an exhaustive list.

Lunchtime procedures

Procedures for supervisory staff

Duty staff must be in the playground before the children are allowed out. As all the children have the opportunity to go to the toilet before lunchtime, there should be no need for children to enter the school during lunchtime, if a child does need to use the toilet they must gain permission before entering the building.

The children are encouraged to play with the playground games and choose an area of the playground to play in. The children may play on the grass if given permission to do so by the senior supervisory assistant. Active Playgrounds sessions are led by a sports coach. At the end of playtime, the supervisor will ring the bell and the children will line up ready to be brought in.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Headteacher and the SLT.

Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support.

The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and review

This policy will be reviewed by the Headteacher and Deputy Headteacher on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is Autumn 2025.

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Appendix A: Written Statement of Behaviour Principles

Greasby Infant School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Having clear rules in place in classrooms, in corridors, in the playground and in the lunch hall.
- Rules that are clear and simple for the children to understand.
- Consistently, promoting and praising desired behaviour.
- Positive reinforcement
- Communicating clearly and calmly to the pupil why their behaviour is not acceptable.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all – every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Praising and rewarding good behaviour by Golden Time, celebration assembly awards, class awards, proud clouds
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment for children and staff
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise and encouragement in which all pupils can achieve
- Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.