

Windlesham Village Infant School

Behaviour Management Policy December 2024-2026



This policy was reviewed with staff in Autumn 2024; it will next be reviewed Autumn 2026.

At Windlesham Village Infant School, we seek to develop positive learning behaviour by creating a calm, consistent and engaging learning environment in which all children are **ready** to learn; **respectful** towards themselves, others and the environment and feel **safe** and included. We want everybody to **try their best**, every day. Many of our behaviour approaches are adopted from the book "When the adult changes, everything changes" by Paul Dix, published June 2017.

Legal framework

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

- Education Act 1996 and 2002
- Education and Inspections Act 2006
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

Our School Rules

These are the school's rules:

- **Ready** (to learn)
- **Respectful** (of other children, adults and the environment)
- **Safe** (to act in a way that provides safety for children and adults)
- **We always try our best**

How positive behaviour is encouraged and promoted

We recognise that adults have a profound impact on pupils' behaviour, therefore we expect all adults at the school to encourage positive behaviour through:

- Modelling calm and consistent behaviour and effective emotional (co)regulation
- Establishing positive relationships rooted in mutual respect
- Using language to label and validate emotions effectively
- Giving positive attention to desirable behaviour
- Creating clear, consistent and predictable routines
- Effective classroom management
- Delivering an engaging and suitably-planned curriculum
- Using the PSHE, RE and Relationships Education curricula to promote emotional regulation and respect (including strategies from 'Trickbox')
- Supervising children effectively during play time
- Supporting a restorative follow-up conversation when needed

Rewards for good behaviour:

- Praise and smiles; defining the behaviour that is being rewarded
- Stickers
- Use of privileges e.g. leader in the line, a special helper
- Comments in books
- Displays of work
- Sharing good behaviour with other members of staff and with parents/carers
- Emails home
- 'Celebration Assembly' certificates awarded

Classroom Sanctions (ranked):

- Remind the pupil of rules and that there will be consequences for poor choices
- Redirected to work at a different table under closer supervision
- Sent to work at a table alone
- Asked to redo unsatisfactory work
- School-based community service, such as tidying the classroom
- Withdrawal of 5 minutes of playtime

Playground Sanctions (ranked):

- Remind the pupil of rules and that there will be consequences for poor choices
- Redirected to a different part of the playground under closer supervision
- Asked to remain with the supervising adult to 'calm down'
- 'Time Out' against the wall (2 minutes; 5 minutes)
- Escorted in to talk with Deputy/Headteacher

Persistent negative behaviour:

- Temporary isolation from class; set to work in another classroom as a 'cooling off' period
- Sent to Deputy Headteacher/Headteacher
- Parents informed and invited to discuss support available: ELSA, Behaviour Plan, Referral to Behaviour Support Team (or another outside agency) with parental consent
- In extreme circumstances: suspension or permanent exclusion from school, following exclusion guidance and protocols set up by Local Authority; please refer to the Suspension and Exclusion Policy

Extreme and sudden misbehaviour

With more severe incidents, the Headteacher/Deputy Headteacher and parents will be informed. In the event of extreme or sudden behaviour adults will follow the plan indicated in Appendix A. The plan focuses on de-escalating extreme behaviour incidents. Adults are asked to:

- Be calm but firm to ensure the safety of themselves, the child and others
- Use language calmly and minimally
- Provide a safe space for the child to release their frustration
- Validate the child's emotions

Serious Offences

In cases of derogatory language, racism, discrimination, physical violence, sexual violence or harassment, child-on-child abuse or bullying, the perpetrator will be dealt with by the Headteacher or Deputy Headteacher. The incident will be recorded on CPOMs and the parents will be informed and invited to school for a meeting.

Children with Special Educational Needs or Disabilities and Children with Behaviour, Emotional & Social difficulties who exhibit extreme behaviour (BESD):

- Behaviour is often a form of communication and the expression of underlying needs. It is not possible to support a child's behaviour without addressing these needs
- Children need personalised responses to supporting their personal development and well-being. Consistency does not mean always responding in the same way to each child or

behaviour; it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need

- Relational, regulatory and restorative approaches are more effective in supporting the development of internal control and regulation. Not all behaviours are a matter of choice and therefore external control will not be effective in changing behaviour

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may not be appropriate or have the desired effect upon the child's behaviour. In some cases, children may find it difficult to find a place for themselves within the normal school routines and reward/sanction process. In these cases, different approaches will be necessary and 'personalised' according to the needs of the child. A child with behavioural difficulties may need special attention that can only be provided via the Special Educational Needs and Disabilities Coordinator under the Code of Practice. Parents would be involved in this process. In accordance with the school's legal duties under the Equality Act 2010, reasonable adjustments to this policy will be made for children who have Special Needs or are disabled.

Reporting and Monitoring

Persistent negative behaviour, and behaviour resulting in another child being hurt/upset (distressed), is reported on CPOMS. The Deputy and Headteacher monitor behaviour incidents as part of their regular Safeguarding Lead work. Behaviour Walks during the school day are carried out by the Headteacher and Deputy. Trends are reported to governors, as part of the Safeguarding Portfolio.

This policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy

And the following Trust-wide policies:

- Complaints Procedures Policy
- Positive Touch Policy
- SEND, Disability and Inclusion Policy

Appendix A flowchart: Extreme and sudden misbehaviour

