



Marnel Community Infant School Behaviour Policy and Statement of Behaviour Principles

Aims

Our aim is to create a learning environment in which every child has the right to learn, be listened to, be valued, and to feel and be safe.

- To enable children to;
 - recognise good behaviour through positive reinforcement.
 - respect and value each other.
 - develop a sense of responsibility for their own actions.

Statement of Behaviour Principles

- We believe that children can learn good behaviour if it is modelled and explained to them.
- We believe that the best way to reinforce positive behaviour is through highlighting the good behaviour and, where possible and safe, ignoring the bad behaviour.
- We believe that when home and school work together children will learn quickly what acceptable behaviour is.

Our School Rules – *these have been revised by the teaching staff in consultation with the School Council.*

At school

- We are kind.
- We listen.
- We look after our school.
- We always try our best.

During their first weeks in school we will introduce these to the children. We will teach the children what each of the rules means; look at photographs which show the rules and encourage the children to follow the rules by giving out stickers as rewards.

School staff will reward good behaviour in lots of different ways, these include but are not limited to:

1. **Stickers** – teachers can award stickers at all times.
2. **Star Cards** – the children each have a star card which they colour in if the teacher believes they have done something ‘extra special’ or for excellence or effort in their work. Once they have collected all 15 they will receive a headteacher’s sticker in celebration assembly. They will then receive a gold star card and when this is complete they will be celebrated in celebration assembly and they can choose a prize. They then go back to a white star card and repeat the process.
3. **Star of the Day** – each day a star of the day will be chosen in each class. The teacher will share with the child why they have been chosen and they will take home the class toy and book to share their adventures together.

4. **Celebration Assembly** - Children will be chosen from each class to be celebrated. Teachers can celebrate the child (PSHE) or their work. Parents will be invited to join this assembly.
5. **Class Reward Chart** – The class will decide on a ‘treat’ that they are going to work towards. They will then have to collect five jigsaw pieces which fit together to complete their reward chart. Pieces are awarded when they do something good as a whole class e.g. great tidying up/. team work/ good lesson etc. This is designed to be longer term taking roughly half a term.

Level One Behaviour – Classroom Management

- A child who finds following rules difficult will be given a warning: *‘Please stop . . . or you will move off the star.’*
- If the behaviour continues the child’s name will be moved off the star: *‘You’ve continued so your name is coming off the star.’*
- Should they still continue not to follow the rules the child’s name will be moved on to the timer and they will be given time out during the next period of free choice or playtime to consider their behaviour. The child will remain in the classroom during time out.
- Once a child has improved their behaviour or has had time out their names are put back on the star.
- All children who have been on the star all day will receive a sticker at the end of the day.
- Teachers will record on the weekly VCR to the DSLs if any child is having to be removed from the star on a regular basis throughout a week. This is so that the SLT/ Inclusion team can monitor incidents of low-level behaviour concern without creating unnecessary work load for staff. We would then need to put an individual behaviour plan in place.

Level Two Behaviour – Beyond the Classroom

- If a child continues to find rule following difficult and has had time out(s) in the classroom already that day, then the next time they need to have a time out this will happen with their Year Group Lead (YGL) or a member of the Senior Leadership Team (SLT).
- All Level Two behaviour incidents will be logged on CPOMS and SLT will be alerted to this. There are two different categories for this:
 - Behaviour log SEND – this would be used if a child has an identified SEND need which inhibits their ability to regulate their emotions/ behaviour.
 - Behaviour Policy beyond the classroom.

These incidents are monitored and evaluated and if level two incidents are happening frequently then parents will be informed by the class teacher or a member of the SLT. In these cases, a meeting to discuss behaviour and to agree individual behaviour strategies may be needed.

- Sanctions used at level two may include but are not limited to
 - Missing playtimes or choosing times
 - Time out in different classroom/with a member of the SLT
 - Completing their work with a member of the SLT

Some children will need individual behaviour strategies or support ideas such as:

- Traffic lights – a smaller version of the whole class idea for individual children or even a few children.
- Photographs of the child at various stages of anxiety, getting help and feeling happy. To be used as a visual social story.
- Time out cards – child able to go to a quiet/safe space at times of high anxiety.
- Tension scale
- OK/help cards
- Individual sticker chart
- Social story
- Individual visual timetable
- Reward charts
- Book of things that help me
- Sensory breaks
- Emotion coaching/emotion check ins
- Co-regulation with a trusted adult
- Task/reward motivators
- Use of physical intervention (please see positive handling policy for more information on this)

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's Inclusion Team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Safeguarding

At Marnel Infant school we recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Positive Handling

This section is based on advice from the Department for Education (DfE) on:

Use of reasonable force in schools

In some circumstances, staff may use reasonable force to positively handle a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of positive handling must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Positive handling is only used as a last resort and procedures are in place at Marnel Infant School to create a calm and orderly environment and supportive school climate that lessens the risk and threat of violence of any kind. Where possible the other children will be removed to ensure their safety prior to physical restraint being used.

Anti-Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

How Does the School Deal with Reports of Bullying?

- If a child or parent/ carer raising a concern of bullying, in the first instance, this will be managed by the class teacher. The class teacher will log the concern on CPOMS; there is a 'bullying reported' section. By this being entered it automatically alerts the Senior Leadership Team to the issue/ issues that have been raised.
- The class teacher will then discuss the report with their Year Group Leader or the Inclusion Lead/ SENCo. They will then put a plan together to investigate the concerns raised. The nature of the investigation is likely to vary depending on the disclosure however this may include the following:
 - Speaking with the child who has raised the concern to ascertain their views and to clarify events/ timelines etc.
 - Speaking with all adults that work with the child or may have come into contact with them during the incidents e.g. zone (lunchtime adults).
 - Speaking with the alleged perpetrator.
 - Speaking to other members of the class that have been identified as part of the investigation.
- The class teacher will record this all onto CPOMS (ensuring that this does not breach GDPR e.g. using 'the child' or the child's initials not their full name). They will also, where possible, invite parents/ carers back into school in a timely manner to feedback the results of the investigation. The results of the investigation will be shared in accordance with GDPR and therefore will not include any information appertaining to another child however they will be clear about what actions will be taken for their child moving forward.
- The vast majority of concerns that are raised can be concluded at this level however we acknowledge that as this is a complex issue parents/ carers may feel that further action/ investigation is needed.
- Should the problem persist or a parent/ carer does not feel that the matter has been resolved then they will contact the Year Group Leader/ Assistant Headteacher or Inclusion Leader if your child has SEND needs.
- The Senior Leader will then look at the investigation that has taken place and if they believe further investigation or clarification is required this will be conducted and then the results of this shared with the parent/ carer.
- If at this point the parent/ carer still has concerns then they need to request a meeting with either the Headteacher or Head of School.

Roles and Responsibilities

The Governing Body

The governing body will review this behaviour policy and statement of behaviour principles in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation. They will receive information on the behaviour and positive handling through the Headteacher's report to governors. They will also triangulate the information given by the headteacher on the policy implementation during their governor monitoring sessions in school.

The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy in conjunction with the governing body.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording level two behaviour incidents.
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school rules.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- Use of reasonable force in schools
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Should you have any concerns about anything contained in this policy or its implementation then parents/ carers are referred to the Complaints Procedure on the school's website.

Date: Spring 2025

Review: Spring 2026