



We are kind - We show respect - We work hard - We are honest

## **Behaviour Policy**

### **Purpose**

The underlying purpose of this policy is to ensure that Standhill Infants School is a safe environment in which all pupils can learn and reach their full potential.

### **Governor statement of behaviour principles**

At Standhill we believe in a positive approach to teaching good behaviour where children are rewarded for making the right choices because:

- Every child has the right to feel safe at all times.
- Every child has the right to learn without disruption from others
- Every child is given the opportunity to take responsibility for their own actions.
- Every member of our school community - children, staff and parents - should be free from discrimination, harassment, victimisation and any other behaviour that is prohibited by or under the Equality Act 2010.

### **Standhill Infants' School aims**

- to create a safe and happy learning environment in which children can thrive
- to develop respectful relationships between all members of the school community
- to ensure staff have the skills and strategies to promote respectful behaviour from all children
- to ensure that no child's learning is disrupted by their peers
- an expectation that parents and carers will work in partnership with the school to promote the best outcomes for all children
- to develop children's knowledge of Fundamental British Values so that they are prepared for the next stage of their education.

### **Statutory Duty**

All staff, pupils, parents, carers and governors are responsible for promoting good behaviour in Standhill Infants' School. The Headteacher, senior leadership team and governors oversee the implementation of this policy in line with DFE expectations (August 2024). This policy and any subsequent updates will be publicised on the school website. Annual reminders will be given to parents and carers. Assemblies, class-based learning and circle times will be used to teach and remind children of our behaviour expectations. This behaviour policy is written in line with the Education and Inspection act 2006, the equality Act 2010 and the Children and families Act 2014.

## Teaching and Strategies

Positive relationships are the basis for creating a safe and happy school and are the best tool to develop our core values. Our 4 Core Values are for all times and all circumstances and are taught through our behaviour buddies:

- We are kind – **Dizzy dolphin** is kind and shows reciprocity
- We show respect – **Peanut elephant** shows respect and is resourceful
- We are honest – **Blinky owl** is honest and reflective
- We work hard – **Slider penguin** works hard and is resilient

Children are expected to display the school core values at all times and are rewarded or sanctioned in line with the school's behaviour system. Emotion coaching is used to acknowledge the wants and needs of individuals and is a great tool to enable de-escalation when needed.

Behaviour ladders are displayed in each classroom and used daily. Teaching about our core values takes place in assemblies and PSHE lessons, alongside incidental and specific interventions. We believe in teaching excellent behaviour, and zero tolerance of inappropriate behaviour. Staff will praise good behaviour when it occurs as a way of promoting positive role models amongst peers.

## Rewards

At our school we promote positive recognition of individual children or classes.

1. Praise – children are praised throughout the day.
2. Stickers – children are given stickers for work as well as good behaviour
3. Core Values stickers – when a child models one or more core value they are rewarded with the respective core value sticker.
4. Certificates – core value certificates are awarded to children displaying our core values. Learning Powers certificates are given to children being resilient, reflective, resourceful and showing reciprocity. Be proud certificates are given to children when they have achieved 5 be proud stickers for exceptional work.
5. Class rewards – each class will collect marbles in a jar, when the jar is full children can vote on the type of treat they would like, including such ideas as non-school uniform, a film afternoon or an extra playtime. Marbles are given for teamwork and working together in whole school situations.

## The Standhill Behaviour Ladder

To help children understand and reflect on their behaviour, we will use a ladder system. Each child has a wooden peg with their name on it, and they will begin every day on the middle step: 'Ready to Learn'. This step represents a fresh start and the expectation that all children are prepared to engage positively in their learning.

### Moving Up the Ladder-

Children can move *up* the ladder when they:

- Show excellent behaviour
- Demonstrate a Standhill value
- Display strong behaviour for learning

The steps upward are:

- Well Done
- Be Proud (top of the ladder)

Reaching the “Be Proud” step is a significant achievement. When a child reaches the top:

- They will receive a “*Be Proud*” sticker.
- Their name will be written on a ticket and put into a class ticket box.

The child’s peg will then return to ‘Ready to Learn,’ giving them the opportunity to climb the ladder again during the day and earn another ticket. At the end of each term, one ticket will be drawn from each class, and the selected child will receive a special prize.

### Moving Down the Ladder-

If a child shows behaviour that does not reflect our Standhill values, they will move down the ladder. This should be done fairly and consistently, giving the child the opportunity to correct their behaviour.

The steps downward are:

- Verbal Warning – a reminder to make positive choices.
- Warning – the child moves their peg down and will lose 5 minutes of their playtime.
- Red Card– if poor behaviour continues, the child will move to ‘red card’. This results in the child missing playtime or 15 minutes of lunch play or timeout during the afternoon. This is recorded in a class behaviour book and the headteacher can comment on the child’s behaviour at this point. The child’s parents will also be informed.

After a child has completed their consequence, their peg will be placed back on ‘Ready to Learn’, giving them a fresh chance to make positive choices.

### Reasons for an instant red card

If a child displays any of the behaviours below, then they will be given an immediate red card and miss a whole playtime/15 minutes of a lunch play or timeout in the afternoon. Their parents will also be informed.

- Child on child abuse in any form
- Name calling.
- Swearing.
- Deliberately breaking or damaging school property.

- Doing something that constitutes danger to another child, for example throwing items, cutting hair or clothing.

The behaviours listed below could also lead to a temporary or permanent exclusion.

- Physical abuse/assault by a child on another child or adult.
  - Racial abuse of anyone in the school.
  - Significant and or sustained disruption of the education of others.
  - Deliberately breaking or damaging school property
1. If a child is placed on a 'Red card' on a regular basis, further support will be sought from wider professional services.
  2. In some cases where a child is persistently misbehaving, they may miss a treat as part of their sanction.
  3. Physical intervention - If a child places either themselves or someone else at risk, and de-escalation strategies have not worked, it is possible that staff may have to use physical intervention to protect all involved. Staff have been trained in physical intervention and we have a room that can be used for children who need time to calm and reflect on their behaviour. (Please see handling policy.)
  4. Temporary or permanent exclusion - Please note that in extreme cases temporary or permanent exclusion may need to be actioned in line with DFE requirements. Parents will be informed in these circumstances. (Please see paragraph below)

Link to DFE Guidance - [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, August 2024.](#)

**The headteacher's power to suspend or permanently exclude for headteachers, academy principals and teachers in charge of pupil referral units.**

*This government supports headteachers in using suspension and permanent exclusion as a sanction when **warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected.** To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.*

## **Banned Items**

Mobile phones are not permitted for any child in the school. If a child arrives at school with a mobile phone parents will be informed and the phone will be kept safe until the end of the day.

## **Zero Tolerance and Early Intervention**

Prompt intervention and consistency from all staff is clear so that poor behaviour will not be tolerated.

The headteacher monitors behaviour and early intervention takes place swiftly through individual behaviour charts and teacher/parent discussions when a child is struggling to behave appropriately.

Where necessary some children do not follow the school's behaviour system but have an individual reward system in its place. Parents will always be informed where this is the case. Professional advice will be sought. However, **temporary or permanent exclusion will still be used to ensure both the safety and learning of their peers is protected.**

It is always the aim of the school that children will be reintegrated back into the school's behaviour system.

## **Bullying**

Bullying can take on many forms as outlined in the child-on-child abuse section below. Prejudice-based incidents are also a form of bullying. These are actions or behaviours perceived to be motivated by bias, stereotypes, or negative attitudes toward a person or group based on their identity, background, or perceived difference. Prejudice-based incidents reflect attitudes suggesting that one group is superior to another and often involve a power imbalance. A prejudice-based incident can be based on factors beyond the protected characteristics listed in the Equality Act 2010. Schools are legally required to address incidents related to protected characteristics. This school is committed to treating every incidence of bullying with great sensitivity. Any report of bullying from a child or parent is treated very seriously and investigated- see our anti bullying policy for further information.

## **Monitoring**

Behaviour is monitored weekly and analysed on a half termly basis. The use of rewards, sanctions, handling and exclusion are monitored according to age, ethnicity, gender, learning difficulties and disabilities and reported termly to the governing body.

## **Work with parents/carers**

It is expected that all parents and carers will support us in ensuring the behaviour policy is adhered to. Where necessary staff will work more closely with parents and carers to set up systems and structures to improve the behaviour of their child/children. Support is available to those parents/carers who may need help in the ways they handle their children's behaviour. Liaison between school and home is paramount in improving a child's behaviour and staff will work alongside parents/carers to plan strategies to support individuals. Signposting or referral to Family Support Services will also be offered.

## **Staff development**

The school regularly uses relevant professionals to provide in school advice and training. The staff are informed about related courses being provided by the Local Authority and other reputable training

providers. Staff induction includes training in relation to this specific policy so that the approach of all staff is consistent.

### **Identifying underlying causes of inappropriate behaviour**

Sometimes inappropriate behaviour is an indication of other issues such as attention seeking, anxiety, poor diet, special education needs or difficulties at home. The headteacher, SENCo and designated safeguarding lead will work closely with parents and other professional agencies when needed.

### **Children with Special Needs**

As a fully inclusive school, we recognize that for some children additional or different action may be necessary as a result of special educational need and/or disability. This is in accordance with the SEND code of practice. We recognize that a child with social, emotional and mental health, communication and interaction (e.g. autism) and other neurodevelopmental conditions may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs. Where this is the case, a child will be identified on our school SEND list. An individual behaviour plan will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support particular pupils. Further information on the school's approach to inclusion is outlined in the Special Educational Needs Policy. We fully recognise the need to ensure that staff access appropriate training and pastoral support to help them manage pupils who present with challenging behaviour. This includes following allegations as a result of reasonable force to safely handle children.

### **Child on child abuse including sexual harassment and sexual violence**

Child on child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. Children and young people may be harmful to one another in a number of ways which would be classified as peer-on-peer abuse.

Some forms of child-on-child abuse.

- Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)
- Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)
- Bullying (physical, name calling, homophobic etc.)
- Cyber bullying / online bullying
- Youth produced sexual imagery- popularly known as 'Sexting' 10
- Prejudiced Behaviour

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

Any child-on-child allegation must be referred to the Designated Safeguarding Lead immediately. Where a concern regarding child-on-child abuse has been disclosed to the Designated Safeguarding Lead advice and guidance will be sought from Children Social Services and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Working with external agencies there will usually be a response to the unacceptable behaviour, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, the victim and perpetrator will be provided with appropriate support to prevent any reoccurrence of improper behaviour.

Please refer to our Child Protection and Safeguarding Policy, and the Child-on-Child Abuse Policy, for more information.

### **Safe Handling of Children**

In our school we do not have a no contact policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or preventing them taking action needed to prevent a pupil causing harm. School staff have a legal power to use reasonable force to safely restrain children. Force is usually used either to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force.

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