Heatherside Infant School – Behaviour Policy
A Positive Approach

POLICY TYPE	REVIEWED BY	APPROVED	REVIEW CYCLE	NEXT REVIEW
Statutory Safeguarding	Governors	Oct 2026	Annual	Autumn 2027

This document is a statement of the aims and strategies for ensuring positive behaviour within our school. It outlines the underlying philosophy, purpose, nature, organisation and management of children's behaviour at Heatherside Infant School.

Our vision is to support all children to reach their full potential by instilling a love for learning, where they are happy, confident, curious and resilient, and where they take an active role in their learning. We are a school family that takes pride in our nurture support, ensuring individual's needs are supported effectively through a range of opportunities across the curriculum which are underpinned by our school values.

Our six key values which demonstrate the appropriate positive behaviours in school and beyond that underpin everything we do are:



Aims

At Heatherside Infant School we aim for every member of the school community to feel valued and respected and for everyone to be treated fairly. It is our belief that an effective behaviour policy is one that nurtures children towards self-belief, high self-esteem and self-discipline.

We are a caring community with values built upon an ethos of mutual trust and respect. This policy is designed to uphold these values and the way in which the members of the school can live and work together in a supportive way, providing a positive learning experience. It aims to create an environment where all feel happy, safe and secure through promoting good behaviour and dealing promptly with unacceptable behaviour.

This policy aims to:

- Set out clearly and unequivocally our core beliefs regarding behaviour
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Make clear the roles and responsibilities of all stakeholders – pupils, staff, parents and governors
- Outline how staff are proactive in supporting pupils to behave appropriately, as well as how we respond when there is unsafe or unkind behaviour, equally applicable to all pupils
- Explain the consequences of malicious allegations.

This policy takes into full account the governing body's statement of behaviour principles (see Appendix A).

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department of Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- 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 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

- DfE guidance explaining that maintained schools must publish their behaviour policy online

Behaviour expectations at Heatherside Infants

The emphasis of the school behaviour policy is on praise and reward, which should be given whenever possible for both effort and behaviour**.** Maintaining high standards of behaviour is essential in helping all children to achieve the very best from their education: in their classroom learning, in their relationships and in social interaction with others. All children have a right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or groups. The fundamental British values of tolerance, individual liberty, an understanding of democracy and the rule of law are central to our ethos, as is the recognition of the rights of children as defined by the United Nations Convention on the rights of the Child (UNCRC).

Staff, governors and visitors are expected to model good behaviour at all times. Staff should ensure that children feel that their behavioural achievements are recognised so that they can feel positive about themselves. Consistency in our approach to children and issues is ensured through communication on a day-to-day basis as well as discussions in performance management reviews, staff meetings and INSET days. Everyone at the school is given equal value and all are treated equally regardless of ability, gender, religion, ethnicity or cultural and family background.

At Heatherside children should:

- Be expected to work hard and to the best of their ability, behaving well because they know it is the right thing to do
- Show a positive attitude and feel positive about themselves and their achievements
- Talk to each other politely and show good manners
- Share their opinions, listen to others and explain their views
- Move safely and sensibly around the school
- Show respect, care and kindness for others and care of belongings and surroundings
- Respond respectfully to all adults and each other
- Take responsibility for their own behaviour, at an age or developmentally appropriate level
- Agree and follow the rules for their group, classroom and school, with an understanding how the rules help them and their peers
- Use phrases such as: 'Stop it I don't like it' to indicate to other children that they don't like the situation they are in and then talk to an adult
- Recognise, name and manage their feelings in a positive way.

Our approach to positive behaviour is proactive and based upon the understanding that positive actions are the most effective way of achieving it through our shared values. All staff have an understanding that behaviour is a form of communication and there are reasons behind behaviour choices. In all circumstances, children will receive support and encouragement from staff so that issues can be resolved quickly and sensitively. All staff must be calm, consistent and fair in their approach to managing behaviour. At the start of the school year, each class creates their own charter which all children are expected to be involved in the creation and implementation of.

The following methods are in place to support children to earn, recognise and adopt behaviour that is positive and rewarding in line with our school values:

- Acknowledgement, praise and attention given to appropriate behaviour, manners and efforts, both collectively and individually
- Offering clear expectations and carefully considered routines

- Making sure all children are well cared for, secure and safe in school
- A curriculum that teaches children values, knowledge and skills, in order to promote responsible behaviours, self-discipline and respect for self and others
- Assemblies focusing on the school values
- Marking and responding to children's work in a positive and encouraging way
- Sharing children's work with other staff and children to celebrate effort and achievements
- Sharing children's exceptional achievements and efforts with the Headteacher where they will be written in the special mentions book, receive a 'Headteacher's Award' sticker and be celebrated in assembly
- Agreement of a reward system accessible to all and used appropriately by all members of the school community e.g stickers, stamps, reward certificates
- Recognising and celebrating children's efforts, achievements and contributions through awards in celebration assembly as well as other certificates of personal achievements
- Celebrating national Anti-Bullying Week
- Support from our qualified Emotional Literacy Support Assistant (ELSA), if appropriate
- Careful investigation as to why a child may be behaving the way they are and what could be causing/triggering their behavior

As well as those stated above, all staff support the development of the children's understanding of intrinsic rewards enabling the children to learn that a positive reward can be a feeling such as: having pride in their work, feeling good because they are learning and accomplishing new skills or the satisfaction of making good choices. Good behaviour is encouraged and fostered through everyday interactions as well as opportunities and explicit teaching in lessons.

Good behaviour on school trips or on walks into the local community is essential, and staff ensure that they remind the children of what is expected prior to leaving school. All parent or governor volunteers are also briefed as to the expectations of behaviour and any potential issues. Our adult to pupil ratios are always low. The grouping of children is thought about and planned extremely carefully, and when needed we provide 1:1 support, either from a member of staff or the child's parent.

Mobile Phones and Smart Devices

In line with Department for Education guidance, Heatherside Infant School is a mobile phone-free environment for pupils throughout the school day. This includes lesson times, breaktimes, lunchtimes, school visits and extracurricular activities taking place during the school day.

As an infant school, children are not expected to bring mobile phones or other smart devices into school. This policy applies to mobile phones and other smart devices that can send or receive messages, access the internet, take photographs, record audio/video, or receive notifications. Smart watches and similar devices with communication, recording or internet access capabilities are not permitted to be used by pupils during the school day.

In accordance with the school's powers under the Education and Inspections Act 2006 and DfE Searching, Screening and Confiscation Guidance, authorised staff may search for a mobile phone or smart device where there are reasonable grounds to suspect that a pupil possesses one in breach of this policy. Any pupil found using or accessing a mobile phone or prohibited smart device without permission may have the device confiscated and parents informed. Appropriate sanctions will be applied in accordance with this Behaviour Policy, taking account of the age and circumstances of the pupil.

Where exceptional circumstances require a pupil to bring a mobile phone to school, for example as part of a medical, safeguarding or SEND arrangement, prior agreement must be obtained from the Headteacher. Appropriate arrangements will be made on an individual basis following a discussion with parents and relevant professionals. This is in line with the Equality Act 2010 and Children and Families Act 2014.

Parents wishing to contact their child during the school day should do so through the school office. If a pupil needs to contact a parent or carer, this will be facilitated by school staff.

Through the curriculum, assemblies and online safety education, pupils will be taught about the risks associated with mobile phone use, including distraction from learning, cyberbullying, inappropriate content and online safety risks. Pupils will also be supported to understand the benefits of a mobile-phone-free school environment.

Staff and visitors are expected to act as positive role models and should not use personal mobile phones in front of pupils unless necessary for legitimate professional purposes.

Personal phones should be:

- Kept out of sight during teaching and supervision duties.
- Used only in staff areas or during breaks.
- Not used to photograph or communicate with pupils.

Staff must follow all safeguarding, GDPR and acceptable use policies.

The school will provide appropriate devices where staff and pupils are required to use technology for educational or operational purposes.

Visitors, contractors and volunteers are only permitted to use their mobile phones in staff areas if necessary. Photographs or recordings must not be taken without the express permission of the Headteacher and in accordance with safeguarding requirements.

Any misuse involving photography, video recording, online communication, cyberbullying or access to inappropriate content will be treated as a safeguarding matter and referred to the Designated Safeguarding Lead in accordance with the school's Child Protection and Safeguarding Policy.

Bullying

At Heatherside Infant School we have a zero tolerance approach to bullying and will take all necessary steps to stop it. Although there is no legal definition of bullying, it is usually defined as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- Physical assault
- Teasing
- Name calling
- Making threats
- Cyberbullying

(Taken from Bullying at school).

We recognise that all types of bullying could take place at our school, including one off incidents. With regard to cyber bullying, whilst most of our pupils are not of an age to be involved in text messaging or online chat, we are aware that younger children are becoming victim to electronic forms of bullying. It is unacceptable behaviour and will not be tolerated in any circumstances. Just because of the age of our children does not mean it cannot happen.

We aim to prevent bullying from happening through the promotion of our school values, in particularly Kindness and Respect. All members of staff will act if bullying is observed or reported. Staff observation is key both inside and outside the classroom to help prevent and address issues as they arise. Online safety is a key and recurring element of our computing curriculum as well as assemblies. Parents are encouraged to speak with us at the earliest opportunity, should they have any concerns about behaviour.

If a parent/carer, child or staff member (including volunteers) raises a concern about bullying, this is reported to one of the DSLs. The DSL or DDSL will, together with the classroom staff of the children involved, will investigate the concerns that have been made. This might involve any or all of the following:

- Speaking with parents/carers of the children concerned
- Speaking with the children concerned and children in the same year group as appropriate
- Observation of the children over a period of time
- Speaking with other staff, including lunchtime supervisors

If a concern is shared about bullying taking place in an afterschool club or in wraparound care the DSLs will also speak with the club provider(s). If a concern is shared about bullying taking place off the school premises or online, we will work with parents to address this in the most appropriate way.

If incidents of bullying occur the following steps are taken.

- The class teacher will speak in the first instance with the children and then the parents. It will be made clear to all children that bullying is unacceptable behaviour.
- The class teachers will manage the children in their class, and will take necessary steps to both ensure that the bullying cannot continue during the day (such as separating children, ensuring that they do not go to the toilets at the same time etc.) as well as working to rebuild positive relationships between children.
- All incidents that occur during break or lunchtime are reported to class teacher and SLT. The class teacher must log the incident and actions taken on CPOMs (Child Protection Online Management System).
- Classroom staff will provide ongoing support and care to all children affected, and where appropriate facilitate additional circle time if needed.
- If parental concerns are expressed initially to the class teacher they will attempt to address them and resolve the problem, reporting back to parents on actions taken and logging on CPOMs.
- The Headteacher (DSL) or deputy DSL must be informed of any concerns by the teacher or parents.

All concerns about bullying are recorded on CPOMS, whether the concerns are substantiated or not. DSLs review all CPOMS incidents, looking for patterns of behaviour and where bullying is suspected, monitor associated children for as long as they judge to be necessary.
Bullying, as well as child-on-child abuse, is included within our annual staff training schedule. The half termly Headteacher Report to Governors includes a summary of bullying and child-on-child incidents and any relevant analysis of concerns.

Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

In our school we do not tolerate any prejudicial behaviour, attitudes or language from anyone – staff, parent, governor or child.

Should a child say or do something which is deemed to be prejudicial, it is essential that we try to understand reasons for the behaviour and respond accordingly. We recognise that at this age children can say things that they do not understand and/or are repeating words/ behaviour that others have said/demonstrated with little understanding of what those words/ behaviours mean or the implications of their actions. All incidents of prejudicial behaviour are reported to the headteacher and parents of both victim and perpetrator will be spoken with, making clear that such behaviour is not ever 'okay' and will not be tolerated. All such incidents are logged on CPOMS.

Roles and responsibilities

The responsibilities of the Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1). The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The responsibilities of the Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff are equipped to deal effectively with poor behaviour. The headteacher will monitor how the policy is implemented, putting into place actions to address any issues or shortfalls in what is expected. The headteacher will provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. They will also ensure that there is a culture of sharing concerns about behaviour.

The headteacher will offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

The headteacher will ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

The headteacher will also monitor behavioural trends and take any required action to deal with these.

The headteacher will report numbers of child-on-child incidents, bullying and prejudicial incidents to the governing body each half term, and to the local authority in the yearly returns, as requested.

The responsibilities of staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Modelling positive behaviour and relationships
- Interacting positively with children, with a focus on the causes of poor behaviour as well as (or instead of) the poor behaviour itself
- Seeking support from colleagues when required and sharing concerns in a timely fashion
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Maintaining a co-operative and mutually informative relationship with parents when dealing with incidents or ongoing behaviour concerns
- Recording behaviour incidents promptly and appropriately
- Reporting all incidents of prejudiced based abuse and allegations of bullying to the headteacher on the day of the incident.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

The responsibilities of parents/carers

Parents/carers are responsible for:

- Supporting their child(ren) to understand what behaviour is expected of them at school
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher or headteacher promptly.
- Getting to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Taking part in any pastoral work where there are concerns about behaviour, e.g. meeting with school staff and/or outside agencies such as PBS (Primary Behaviour Support)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

The responsibilities of children

Children will be made aware of the following during their time at Heatherside:

- The expected standard of behaviour they should be displaying at school
- The school's key rules and routines
- The class Charter, which is created each September with the children
- The rewards they can earn for good and kind behaviour, as well as possible sanctions for poor behaviour choices
- The importance of talking about their emotions: children will learn that feeling angry is okay, but taking their anger out on someone else is not.

Children will be supported to develop an understanding of the school's behaviour policy and wider culture.

Staff will seek to understand where and when children feel safe in school, and address concerns that are raised, through regular whole class children conferencing (this is also included in our annual safeguarding monitoring schedule).

Staff development and support

It is essential that all staff receive training on the causes of poor behaviour as well as on behaviour management strategies. CPD for individuals, groups and the whole school are planned for and organised according to need; in our school this has recently included outreach support from the Primary Behaviour Service, attendance at SEND conferences, visits to other settings and schools as well as internal training.

The culture of the school is one which ensures that all staff are encouraged to discuss behavioural concerns with colleagues and the SLT, as well as in staff meetings, inclusion/support meetings, pupil progress and team meetings, and on INSET days. Thus staff receive peer support and also we ensure consistency in our approach to behaviour.

If there is a situation in a classroom which requires additional adult support, every class has a card system that can be sent to the office, class phones and walkie talkies (where necessary). Lunchtime staff have walkie talkies to request additional adult support at lunch.

We recognise that dealing with constant or extreme poor behaviour can be hugely stressful for staff and they all have access to the local authority's counselling service, which provides access to the Employee Support line.

Classroom management strategies

It is essential that all children are able to learn in an environment free from disruption caused by the poor behaviour of others. All staff have high expectations of behaviour and conduct in lessons and use a range of teaching techniques and strategies to help achieve this. Whilst we recognise every teacher and every class is different, there are some common themes and important features of each classroom:

- Class charters – written and agreed by all children and class staff at the beginning of the year. This is referred to throughout the year.
- Engaging and stimulating environment that encourages and supports children with their learning.
- Routines and expectations which are clearly set out at the beginning of the year and reinforced to ensure al children in the class are aware of them and practised where needed.
- Monitors in class that hold specific responsibilities to help the smooth running of the class and give the children a sense of responsibility.
- Differentiated work to support or challenge as needed to ensure that they are able and keen to complete the learning task for them.
- Individual Education / Behaviour Plans which are completed when required with the support of the SENCo and are shared with parents/carers.
- Individual sticker/reward charts when required in some cases.
- Positive reinforcement and a culture that promotes self-esteem and confidence through intrinsic rewards.
- Promotion and adherence to the idea that every day is a new start, or in some cases, every lesson is a new lesson.

Safeguarding

The school recognises 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information (available on the school website or from the office).

Responding to good behaviour

Rewards

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with a positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. They will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

- Verbal praise and recognition, focusing on intrinsic feelings e.g. pride.
- School values certificates
- Stickers – predominately in YR
- Sharing work with other members of staff across the year group
- Lunchtime - additional playtime
- Headteacher awards

Responding to misbehaviour

Sanctions

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed. We will ensure the sanctions used protect the children's self-esteem and do not jeopardise a healthy relationship with the teacher.

De-escalation techniques, can be used to help prevent further behaviour issues arising.
All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving sanctions, staff will also consider what support could be offered to a child to help them to meet our standards in the future.

In most cases, children respond well to a system of positive recognition and reward, however, there will be occasions when sanctions are appropriate. In our school, these include:

- A verbal reprimand and reminder of the expectations of the behaviour.
- Where behaviour at playtime is causing concerns for the safety of pupils, a child may be asked to stand with the adult on duty or sent inside to see their class teacher or a member of the SLT. They may also miss the subsequent playtime session.
- Removal from the classroom to another class or to a member of SLT.

- Children may be kept in at break time for no more than 10 minutes to complete work not completed in lesson time; this is only the case if the child has not been making the right behaviour choices, not if they found the work too difficult.
- Phone calls or discussions with parents.
- In the event of a child's behaviour deteriorating to such an extent that they are a danger to themselves, other children or adults, the local authority suspension and exclusion guidelines will be followed. The decision to suspend or exclude will be made by the headteacher and only as a last resort. (Please refer to our suspension and exclusions policy for more information which is available on the school website or from the office).

We aim to create a healthy balance between rewards and sanctions where children should learn to expect fair and consistently applied sanctions and rewards. All systems are flexible to take account of individual circumstances and needs.

Reasonable force including physical restraint

School staff can use reasonable force to control and restrain children. We closely follow DfE guidance which refers to the Education Acts of 1996 and 2002 and to Section 93 of the Education and Inspections Act.

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 on CPOMs and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Responding to misbehaviour from children with SEND

The school recognises that children's' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned, and may include (but is not limited to):

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher, and/or to meet other needs such as sensory issues
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where children can regulate their emotions during a moment of sensory overload.

Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will consider whether:

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time as a result of their SEND
- The child was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether and reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's SENCo may evaluate a child 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 child, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Children with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. Where frequent physical intervention is required, parents/carers will be consulted and together we will write and agree a positive handling plan. This will include techniques we will and will not use and the likely triggers for behaviour; the plan will be linked to the EHCP and the needs of the child.

If the school has a concern about the behaviour of a child with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Child support systems

All children are individuals, and at Heatherside we recognise that a 'one size fits all' approach is not appropriate when dealing with behavioural issues. When a child's behaviour gives us concern, causes and triggers are looked for and addressed on an individual basis. This may take the form of home/school communication books or the use of specific strategies.

ELSA support may also be provided to address emotional and social difficulties that may be the underlying cause of behavioural issues.

Where a child's behaviour presents an ongoing or regular risk to either themselves or others, a risk assessment will be completed with the SENCo and the classroom staff. This is shared with parents and also with other staff as deemed relevant.

Searching, screening and confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Heatherside does not screen pupils.

Banned items include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - fireworks; and
  - pornographic images.
- Medication e.g. throat lozenges, pain relief or similar as if needed, these items should be handed to the office and formal paperwork completed
- Mobile phones, smart watches or any other electronic device
- Toys are not to be brought in from home unless children are invited to bring in a toy e.g. for Teddy Bears' Picnic, Show and Tell or as part of the topic.
- Any other items not deemed as safe or suitable for school by the Headteacher/Deputy Headteacher.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Whilst the age of our children is very young, we recognise

our responsibility in helping children begin to understand the need to be respectful of others and to speak out when something or someone makes them feel uncomfortable. We use the NSPCC's Speak out Stay safe programme, which is taught every year and in response to incidents of concern. The school uses the Brook Traffic Light Tool to assess whether children's behaviours are in line with their age and stage, or if there is a greater cause for concern. Even where behaviours are deemed in line with a child's age, if they are causing upset to others the behaviour will be addressed.

The school's response to sexualised behaviour will be proportionate and decided on a case by case basis.

Please refer to our child protection and safeguarding policy for more information.

Off-site misbehaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

Sanctions may also be applied where a child has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Managing child transition

In the summer term the Early Years leader / deputy headteacher meets with all our nurseries/pre-schools to discuss all of the children who will be joining our school. When there are particular concerns, they will and if necessary have a dedicated meeting with the nursery staff and parents to discuss concerns, previous and potential strategies in fuller detail. This meeting may include the SENCo / headteacher. All children transitioning to our school are offered stay and play sessions and visits to their class.

In the summer term when classes for the following year have been agreed, teachers have meetings to discuss the children and to discuss behavioural matters. Where there have been particular behavioural concerns or SEND, the staff also discuss in further detail, including potential triggers and successful strategies. The handover between teachers is thorough and continues into the new academic year when needed. We plan in transition mornings and story times to allow the children and their new teacher to get to know each other before the end of the summer term.

Transition at the end of Year 2 is comprehensively and carefully organised, in recognition of the need to ensure that the children feel as secure as possible in the run-up to moving school, as well as in ensuring that the next school are fully aware of the behavioural needs and the successful strategies that have been employed. When needed we organise for children with specific needs or SEND to have extra visits to or from their new teacher.

If children are moving to or from our school outside of the usual transition points, we communicate with their next/previous school and ensure that useful/important information is shared. This may include transition meetings, and ensuring support is in place where needed.

Malicious allegations

This is a very rare occurrence and particularly so from younger children. Any incident would be dealt with individually, following the advice of the Local Area Designated Officer (LADO). Where an allegation has been found to have been made falsely or maliciously we would not hesitate to pursue further disciplinary or legal action. The school supports staff who have been the victim of a malicious allegation and also has an SLA (service level agreement) with the counselling service, which provides all staff with access to the Employee Support Line.

Organisation and facilities

There is no isolation room at Heatherside. When a child needs to complete work outside of the classroom this will be done in the most suitable space and may include the library, peacock room or headteacher's office.

APPENDIX A

Heatherside Infant School Written Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make, and from time to time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour. This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the headteacher.

The Governors at Heatherside believe that high standards of behaviour lie at the heart of a successful school, enabling children to make the best possible progress in all aspects of their school life. We value everyone as an individual, with high expectations to support children's development to enable them to be responsible citizens. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency.

The Governors are immensely proud of Heatherside Infant School's longstanding tradition of exemplary behaviour, which has consistently been recognised and celebrated by visitors, staff, inspectors and our valued wider community. This positive reputation is a badge of pride for our school and reflects the shared values and high expectations that underpin our daily life. As we look to the future, the Governors are committed to building on this strong foundation, ensuring that the culture of respect, kindness, and responsibility continues to flourish for the benefit of every child.

The purpose of this statement is to give guidance to the headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. The Governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- All children, staff and visitors have the right to feel safe, valued and respected at all times at school.
- Heatherside is an inclusive school. All members of the school community should be free from discrimination of any sort.
- The school's rules on behaviour must be shared with all children and staff.
- Governors would like to see a range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and children and consistently applied.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the headteacher is expected to use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.
- Children are helped to understand and take responsibility for their actions.
- The Governors strongly feel, that suspensions and exclusions must only be used as the very last resort.
- The Governors expect children and parents to cooperate to maintain a positive environment for learning.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils, parents or carers towards the school's staff will not be tolerated.