Behaviour Policy

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This strategy must be read in conjunction with the

Twynham Learning Behaviour Policy.

Twynham Learning Suspensions and Exclusions Policy

Governance - Twynham Learning

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Definition Note:
*In this document, the term **"parent"** refers to a child's **parent or legal guardian** and is used to represent either throughout.*

1. Ethos and Values

At Stourfield Infant School, we believe that the ethos of our school is vital and recognise that the approach of staff supports the behaviour and learning of our children.

Members of our school community will:

- Treat everyone with respect and dignity at all times
- Model respectful behaviour and show good manners regardless of the situation
- Praise children's efforts and achievements towards all areas of school life; "catch them getting it right"
- Use positive phrasing when addressing others
- Take pride in our learning environment and community
- Follow our school rules

As at all Twynham Learning schools, Stourfield Infant School have an approach to behaviour which is based on the following core principles and underpinned by the research set out in Appendix 1:

1. Leaders and teachers need to 'make the weather' and set the culture through the way that the adults behave
2. Senior leaders are highly visible, leading from the front
3. Expectations are established
4. Teach – don't tell – behaviour
5. Practice makes permanent - Our routines are lived experiences by all of the TL community
6. 'Negative good behaviour' is not accepted
7. Consistency is the foundation of all habits

At Stourfield Infant School, we recognise our legal duty under the Equality Act 2010, to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of that child. We believe that behaviour should be considered within the context of social, emotional and mental health needs and that inclusion and equality must be central to this. We promote an approach whereby all children receive what they need (equity) in order to make positive choices.

Values

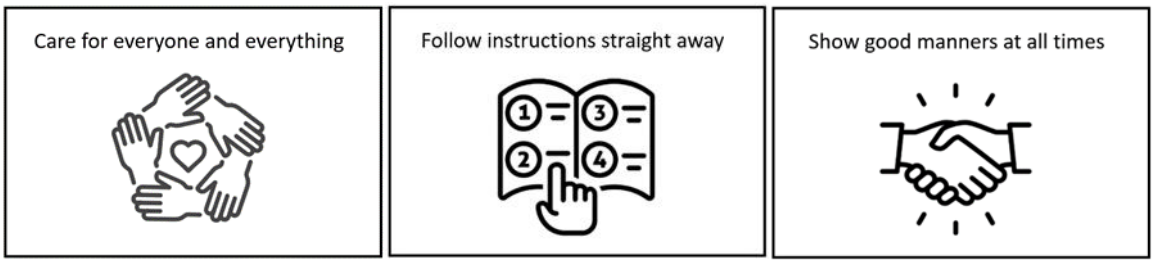
We are Kind. We are Curious. We are Brave.

2. School systems

a. Stourfield Infant School Rules and Values

We believe that good behaviour is essential in unlocking potential, supporting all children's personal development and promoting positive mental and physical well-being. We therefore believe that it is important to teach children what good behaviour looks like and to model this throughout the school day. We underpin this through our school rules and values. We expect all children to understand and adhere to our school values and rules.

School Rules



b. Behaviour Curriculum

The behaviour curriculum (Appendix 2) focuses on defining positive behaviour and making it clear what this looks like, including the key expectations and routines required by the school, e.g., lining up quietly, transitioning around the school etc. Children are expected to follow these routines and expectations.

This will be taught to children during the beginning of their Stourfield journey and reinforced regularly through assemblies, PSHE and by all staff.

c. Attitude to learning

To support children and parents, we embed this through our Characteristics of Effective Learning in our Early Years Foundation Stage and build upon this as children make their way through their Stourfield journey.

Characteristics of Effective Learning
Playing and Exploring
ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'
Active Learning
MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do
Creative and Critical Thinking
THINKING Having their own ideas Making links Working with ideas

Areas of Learning and Development	Birth to 5 Matters Aspects
Prime Areas	
Personal, Social and Emotional Development	Making Relationships
	Sense of Self
	Understanding Feelings
Physical Development	Moving and handling
	Health and Self-care
Communication and Language	Listening and Attention
	Understanding
	Speaking
Specific Areas	
Literacy	Reading
	Writing
Mathematics	Mathematics
Understanding the World	People and Communities
	The World
	Technology
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive

d. Rewards

Stourfield Infant School recognises and celebrates children's hard work and positive attitude to learning. We are proud of all of our children and believe that rewards are essential to promote a positive, inclusive and successful culture as they progress through their Stourfield journey.

- Rewards will be issued in line with the Twynham Learning Behaviour Policy
- Staff are expected to uphold the school's reward strategy

Award		Description	Reward	Administration
Tribe points (individual)	**Gold: 300 tribe points**	• Children who have received 300 tribe point from adults within school. These will be shown on their tribe point card.	• Gold award certificate presented in celebration assembly.	• Students identified using their tribe point's card held by their class teacher • Class teacher to share name of children with SLT
	Silver: 200 tribe points	• Children who have received 200 tribe point from adults within school. These will be shown on their tribe point card.	• Silver award certificate presented in celebration assembly.	• Students identified using their tribe point's card held by their class teacher • Class teacher to share name of children with SLT
	Bronze: 100 tribe points	• Children who have received 100 tribe point from adults within school. These will be shown on their tribe point card.	• Bronze award certificate presented in celebration assembly.	• Students identified using their tribe point's card held by their class teacher • Class teacher to share name of children with SLT
Headteacher certificates		• Children identified by their class teacher demonstrating the school values will receive a certificate.	• Certificate presented in celebration assembly • Children will attend a Headteacher's Tea Party	• Class teacher to use template and print certificate. • Class teachers will use Arbor to send home an email inviting their child to the headteachers Tea Party. Two children per class will receive a certificate per week.
Recognition Boards		• Children identified by their class teacher demonstrating their class focus – based on the school rules.	• Children will be recognised by their class teacher as achieving their class focus and will be moved onto their class recognition board.	• Children will be moved onto their class recognition board.
Positive Noticing		• Children will be noticed for following the school rules.	• Children will receive an email to their Parents explaining that their child has be 'caught' doing the right thing.	• Class teachers will use Arbor to send home a positive note. Three children per class will be noticed each week.
Sport Award		• Certificate presented in celebration assembly.	• Certificate presented in celebration assembly; this will be awarded half termly on the penultimate week.	• DM to create certificate and identify children from PE lessons. There will be one certificate for each year group for each half term.

3. Pupil support and designated staff

Staff will use a range of initial intervention strategies to help children regulate their behaviours as outlined in the TL Behaviour Strategy.

School specific support may include:

- Implementation of universal strategies, appropriate for the child, by class teacher and support staff, as detailed below
- Personalised Behaviour Management Plans
- Pastoral support; Stourfield Stars
- Support from Headteacher, Assistant Headteacher, Pupil and Family Support Manager and SENDCO
- Support from outside agencies including, but not limited to, Outreach

We also have a number of staff roles within school whom children can ask for help and support with their behaviour:

Role	Responsibility
Class teachers	Every child has a class teacher and a designated class name. The class teacher is the first point of contact for students and parents. They will implement classroom strategies to support the child's needs They will write and share a behaviour management plan as required. This will be reviewed on a regular basis
Pastoral Team	SENDCO: Mrs Dixon Pupil and Family Support Manager: Miss Smith Staff who oversee support for children who need additional pastoral support or who are working with external agencies and professionals.
Behaviour Team	Headteacher: Mrs Sweetman Assistant Headteacher: Mrs Holloway EYFS Lead: Karen Dash Pupil and Family Support Manager: Miss Smith
LAC Coordinators	Designated Teacher: Mrs Dixon Pupil and Family Support Manager: Miss Smith
SENDCO	Mrs Dixon
Leadership Team	Headteacher: Mrs Sweetman Assistant Headteacher: Mrs Holloway SENDCO: Mrs Dixon

If you wish to speak to any of the above staff, please contact them via the school office office@stourfieldinfants.com

4. Managing behaviour

Instances of unwanted behaviour will be taken seriously and dealt with immediately. All staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. All staff will apply this strategy fairly and consistently, without fear or favour. All staff will work together with the child to complete appropriate restorative learning to prevent such behaviours from reoccurring.

The class teacher will record all reported incidents on Arbor (MIS) to help identify children whose unwanted behaviour may indicate that further support is needed; this includes pastoral support to regulate behaviour or to build positive relationships.

The behaviour team will address behaviour incidents which are repeated or are more serious. All staff will be alert to changes in a child's behaviour that could indicate they need further support.

Support can include, but is not limited to;

- restorative learning with children
- a phone call to parents to discuss the incident
- pastoral support
- additional classroom strategies provided by class teacher and support staff
- behaviour management plans
- support from outside agencies such as Outreach

- Regular meetings with Parents to work collaboratively to support the child

After an initial behavioural incident, sanctions will be considered, with staff using the TL Behaviour Policy and the Stourfield Infant School Behaviour Strategy to determine what is appropriate and reasonable.

Management of Behaviour and Line of Responsibility at SIS	
Support Staff	• Verbal reminders • Behaviour incidents added to children's profiles on Arbor • Referral of specific issues to class teacher • Appropriate communication with parents as directed by class teacher • Use of universal behaviour management strategies to support children, taking responsibility to resource this if required/as directed.
Teaching Staff	• Verbal reminders • Behaviour incidents added to children's profiles on Arbor • Playtime/Lunchtime restorative work • Communication with Parents as appropriate • Referral of specific issues to, behaviour team if required and in line with behaviour ladder • Use of universal behaviour management strategies to support children, taking responsibility to resource this and adapt as required • Write and review behaviour management plans and communicate this with Parents every half term
Behaviour Team	• Monitoring of whole school behaviour, including analysing specific repeated behaviours
Parents	• To support the schools behaviour strategy • To work alongside the school. • To attend meetings. • To support with regulation as appropriate.

a. Behaviour in school

Staff will use our behaviour ladder and parents may be contacted.



Behaviour Ladder & Actions

Behaviour	Action
Warning Same as Step 1 behaviours	Child receives a reminder of our school rules – delivered privately where possible. Explain that child is on a warning.
Step 1 Calling out, interrupting others, making noises in class Pushing in the line Swinging on chairs Fidgeting which distracts others Not completing work due to distraction Playing with or on school equipment before or after school (This is not an exhaustive list)	A clear, verbal caution making the child aware of their behaviour and the consequence that will follow. Check "Is there anything I can do to help you?"
Step 2 - recorded on Arbor Repeated Step 1 behaviours Using unkind words, e.g. single incident of name calling Hurting someone (single incident) Leaving classroom without permission Refusal to complete work set Damaging property (low level) e.g. breaking a ruler or scribbling on a book (This is not an exhaustive list)	Child will be moved within the classroom to a space by themselves or away from distractions to support with self-regulation and reflection. Class teacher to record on Arbor. Child will work with class teacher to complete restorative work.
Step 3 – recorded on Arbor Repeated Step 2 behaviours Intentional physical harm to others which leaves a mark Intentional physical harm to others (more than one incident)	Child will be brought to another classroom with appropriate work to complete. Class teacher to record on Arbor and Parent informed by Class Teacher. Communication with parents to be recorded on Arbor.

Spitting Swearing Intentional damage to property e.g. ripping a display down or throwing equipment (This is not an exhaustive list)	Child will see Class Teacher to complete restorative work.
Step 4 – recorded on Arbor Repeated Step 3 behaviours Bullying Racist or homophobic insult or insult related to disabilities Dangerous acts of vandalism Throwing objects at others Overturning furniture Extreme aggression to others (This is not an exhaustive list)	Internal exclusion with AHT or PFSM to include restorative work. Recorded on Arbor and My Concern and parent informed by AHT or PFSM.
Step 5 – recorded on Arbor Two Step 4 behaviour incidents in a half term Extreme danger or violence Physical abuse to a member of school community (This is not an exhaustive list)	Period of external exclusion to be decided by Head Teacher and Parents to be notified upon collection. A letter will be received in due course. Parents to attend a reintegration meeting before the child is due to attend school following an exclusion.
Permanent Exclusions Permanent exclusions will be dealt with in line with the TL suspension and exclusion policy.	

b. Support systems for staff

Support must be available for all staff who feel they need it. Initially this would be provided by the behaviour team. More serious incidents will involve the Leadership Team. A Leadership Team member is 'on call' at all times should the need arise. Regular CPD on behaviour and attendance is provided, particularly to new staff who are appointed to the school, so that consistency is maintained.

c. Support systems for parents

We firmly believe that the best outcomes occur when school and parents work together to support our children. Staff are always willing to discuss strategies to promote positive behaviour. It is shared with parents that we have an open-door policy where they are welcome to discuss concerns with their child's class teacher in the first instance. Support for parents may include;

- Parent meetings with the pastoral team
- Offer of voluntary parenting courses
- Referral to Early Help or other outside agencies

However, if a longer meeting is required, it may not be available immediately.

5. Banned items and mobile phone use

Under the *DfE (2022) Searching, Screening and Confiscation* guidance, Headteachers and, staff they authorise, have the right to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or a banned item listed below.

If pupils are found to have a banned item, the school will decide on an appropriate sanction, which may include any of the full list of sanctions detailed in this Strategy or the TL Behaviour Policy including permanent exclusion. The same may apply to pupils who are caught with others who are using a banned item, for example, a pupil found in the presence of another pupil who is smoking, as it is reasonable to assume that the pupil is condoning the use of this banned item.

The following items are allowed on school site, but are banned for use on school site and must be kept away in bag for the duration of the school day. If seen or heard by staff they will be confiscated:

- mobile phones, or other alternative electronic communication devices
- ear phones/pods or similar devices
- hoodies and gilets
- any clothing or jewellery not permitted under the school uniform rules
- any kind of "trading cards" such as Pokemon and football cards
- toys of any kind
- fidget spinners/toys
- Smart watches

(This is not an exhaustive list)

Children are banned form bringing the following prohibited items on to school site:

- tobacco, cigarette papers, all forms of vapes and e-cigarettes, lighters, matches, or any smoking related paraphernalia
- knives and weapons
- alcohol
- illegal drugs and drug paraphernalia
- 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)
- fireworks; and
- pornographic images.

(This is not an exhaustive list)

6. Trips and Visits

Children will be expected to follow the TL Behaviour Policy and this behaviour Strategy when attending all trips and visits.

For children who have displayed step three behaviours or above, a risk matrix will be completed to determine whether the child's behaviour is safe enough for them to attend a trip or visit. In this instance, all reasonable adjustments will be considered, such as;

- Parents attending with the child
- A reduced amount of time attending the trip or visit
- Parents transporting the child to and from the trip or visit

After completing the matrix a professional judgement will be made.

7. Appendices

1. Behaviour Curriculum Research Document
2. Behaviour Curriculum
3. Risk Matrix

Appendix 1:

Twynham Learning

Core Principles for a Behaviour Curriculum

"Excellence then, is not an act, but a habit."[1]

All Twynham Learning schools have an approach to behaviour which is based on the following core principles and underpinned by the research set out below:

1. Leaders and teachers need to 'make the weather'
2. Senior leaders are highly visible, leading from the front
3. Expectations are established
4. Teach – don't tell – behaviour
5. Practice makes permanent
6. 'Negative good behaviour' is not accepted
7. Consistency is the foundation of all habits

1. Leaders and teachers need to 'make the weather'[2]

"Culture is set by the way that the adults behave"[3], and it is therefore essential that staff **intentionally focus on the positive** and outwardly, and purposefully, create the atmosphere within the school. If staff appear stressed or in a bad mood, this will certainly spread to the students, whereas a staff member who is positive, enthusiastic and energetic, who sets relentless high expectations with compassion and warmth, will encourage students (and colleagues!) to do the same.

2. Senior leaders are highly visible, leading from the front

Leaders do not, "wait for misbehaviour to occur", and, "hope that it doesn't rain"[4]. Instead they are proactive and adopt a 'fire prevention model'[5], with high visibility and presence across the school. Leaders are in corridors, visiting classrooms and address every inappropriate behaviour, no matter how small, wholeheartedly believing that "**the standard you walk past is the standard you expect"**[6]. Leaders are explicit with staff and students that behaviour is never done and that it takes relentless energy and drive to set and maintain standards. Norms are over communicated at every opportunity and students are "immersed in a [school] where good conduct is heard, seen, demonstrated, encouraged and expected all the time. They should be surrounded by constant displays of what good behaviour looks like."[7]

3. Expectations are established

[1] Durant, W (1991) *The Story of Philosophy, The Lives and Opinions of the World's Greatest Philosophers*
[2] Bennett, T. (2020) Running *the Room*: 50
[3] Dix, P. (2017) *When the Adults Change Everything Changes, Seismic changes in school behaviour*: 2
[4] Bennett, T. (2020) *Running the Room*: 43
[5] Bennett, T. (2020) *Running the Room*: 44-45
[6] Taken from a transcript of a speech delivered by Chief of the Army, Lieutenant-General David Morrison in 2013
[7] Bennett, T. (2020) *Running the Room*: 56

High expectations are establish and clearly codified by leaders in line with the Twynham Learning Statement of Intent for Behaviour. Leaders understand that you **'establish what you establish'** and that, "if, in practice, you tolerate mediocre work, poor punctuality and off-task talking, you have established that this is the norm and so this is what you will get. On the other hand if you establish that you will not tolerate these things and will take actions to address them, students learn to function within those higher expectations. Whatever you establish and sustain becomes the norm"[8].

4. Teach – don't tell – behaviour[9]

Leaders do not assume that students know how they want them to behave, in fact, they assume that students do not…yet. They understand that, "all students will have a different starting point with their behaviour, and they aim to level the playing field"[10]. This does not mean that students simply need to be taught 'to behave' – this in itself is an, "impossibly dense concept which could mean anything"[11]. Instead we should break all good behaviour into its smallest pieces. How do we line up? How do we sit in a classroom? In other words, students are taught what good behaviours look like through **deliberate practise of precise routines**.

Leaders should:

- **IDENITIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

5. Practice makes permanent[12]

Routines are not simply a poster on the wall but a lived experience by every member of the Twynham Learning community. These routines are, **'not just practised till students get it right…but until they can't get it wrong'[13]**. Routines are positively framed with leaders using language which tells students *what to do* rather than what *not* to do. Leaders think about, 'improving behaviour **when things are going well**, not only when there are problems to fix'[14]. They look for opportunities to reinforce the behaviours students have demonstrated well and emphasise how they achieved this: 'Thank you for coming into the classroom quickly and quietly and for sitting up straight in your chair. This shows me you are ready to learn'.

In classrooms, teachers use Rosenshine's '*Principles of Instruction'* as a way to build behaviour routines into their day-to-day classroom practice[15].

6. 'Negative good behaviour'[16] is not accepted

[8] Sherrington, T. (2020) *Teaching Walkthrus, Five Step Guide to Instructional Coaching*: 38-39
[9] Bennett, T. (2020) *Running the Room*: 170
10 Forrester, A. (2022) The Complete Guide to Pastoral Leadership: 32
[11] Bennett, T. (2020) *Running the Room*: 174
[12] Lemov, D., Woolway, E. and Yezzi, K. (2012) Practise Perfect, 42 Rules for Getting Better at Getting Better
[13] Lemov, D cited in Bennett, T. (2020) *Running the Room*: 178
[14] Taylor, C. cited in Bennett, T. (2020) *Running the Room*: 147
[15] Rosenshine, B. cited in Bennett, T. (2020) *Running the Room*: 173-175
[16] Bennett, T. (2020) *Running the Room*: 39

Leaders believe that good behaviour is much more than just the absence of misconduct and understand the difference between the **compliance of boredom and quiet focus**[17]. Negative good behaviour (or passive compliance) is robustly challenged and all stakeholders have a strong, shared understanding of what 'positive good behaviour' look like in the classroom.

7. Consistency is the foundation of all habits

Underpinning our whole approach to behaviour is the notion that **consistency is key**; "When adults *really* know the rules, you hear them referenced in every interaction on behaviour"[18].

As Bennett surmises, "Habits only last as long as they are performed. As soon as we stop practising, we start to lose the habit"[19].

Somebody has to be responsible for keeping watch![20]

[17] Bennett, T. (2020) *Running the Room*: 17
[18] Dix, P. (2017) *When the Adults Change Everything Changes, Seismic changes in school behaviour*: 163
[19] Bennett, T. (2020) *Running the Room*: 279
[20] Dix, P. (2017) *When the Adults Change Everything Changes, Seismic changes in school behaviour*: 16

Appendix 2

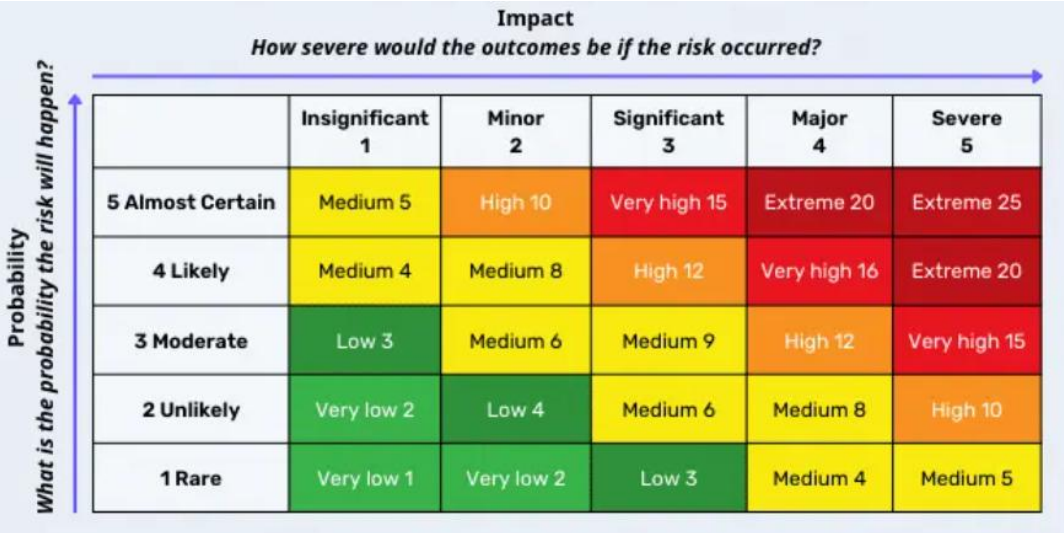
Behaviour Curriculum Map
Early Years Foundation Stage (EYFS) and Key Stage 1

Our students will be taught the following routines:

Manners	Uniform	Moving around School	During Lessons	Dining Area
• Say 'please' and 'thank you' when asking and receiving something • Be kind by opening doors for others • Politely greet others • Be respectful by being kind and listening to the opinions, beliefs and ideas of others • Be responsible by being trusted to do the right thing, even when no one is watching	• Respect the full uniform and wear correctly at all times • Independently remove outdoor clothing and place neatly on your peg. • Wear correct PE kit as appropriate	• Walk around school calmly and quietly so as not to distract others • Keep the school safe and tidy (pick up litter or belongings) **Whole Class Transitions** • Walk on the left when moving around school as a class, led by an adult • At the end of playtime/lunchtime, a whistle signals tidy up time and a bell signals line up in silence. • Place chairs under the table when leaving seat • Line up – one behind the other • Sit in rows when sitting in a class	• Start all activities when directed by the adult • You put your hand up, when needed, quietly. • Sit on your seat with all four floor chair legs on the floor and back to seat, where possible (correct posture). • Respond to the 'ready to learn' visuals	• We know that we wash hands before eating • Sit (where possible) when eating snack • Know that we use a quiet voice and talk to the children around us • Know that when we are eating, we stay in our seats facing our food and eat over our lunchboxes/trays • Know that that we use eating implements correctly • Be polite and chew with your mouths closed • Know that when we eat lunch, we put our waste in the correct bin • Clear away your table space and leave tidy • Know that we do not swap our food
Attendance	**Assembly**	**Communal Areas**	**Social Time Behaviour**	**Outside of School**
• Attend school every day, unless you are too ill to attend • Arrive on time every day	• Enter and exit calmly and in silence (including adults) • Sit in rows when sitting in a class • Sit when instructed by the adult • Sit with a straight back and hands in laps • Track/listen to the speaker • Use silent hands-up to contribute • Use manners when speaking • Participate actively – clapping, singing etc.	• Be respectful of the learning environment • Take care of all displays • Place all litter in a dustbin, do not walk past • Pick up lost property, dropped items and place in designated lost property area	• Be kind by including people in your games and conversations and sharing equipment • Know we must play safety using kind hands and kind feet • Listen to the end of playtime signal and respond accordingly • Move calmly and quickly at the end of social times so that you are punctual	• When you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully • Be kind, courteous and considerate of other people when arriving and leaving school. For example, walking not running, • Know to be as polite online with friends, as you are in person • We know who to go when we are feeling unsafe or worried.

Appendix 4 Risk Matrix – To be completed before a trip or visit or visitor

Name of child	
Class	
Year Group	
Assessment completed by	
Activity	
Date	
Description of Risks	1. 2. 3. 4. 5.



	Insignificant 1	Minor 2	Significant 3	Major 4	Severe 5
5 Almost Certain	Medium 5	High 10	Very high 15	Extreme 20	Extreme 25
4 Likely	Medium 4	Medium 8	High 12	Very high 16	Extreme 20
3 Moderate	Low 3	Medium 6	Medium 9	High 12	Very high 15
2 Unlikely	Very low 2	Low 4	Medium 6	Medium 8	High 10
1 Rare	Very low 1	Very low 2	Low 3	Medium 4	Medium 5

Scoring:

- 1-4: Acceptable – no further action may be needed and maintaining control measures is encouraged
- 5-9: Adequate – may be considered for further analysis
- 10-16: Tolerable – must be reviewed in a timely manner to carry out improvement strategies
- 17-25: Unacceptable – must implement cease in activities and endorse for immediate action

	Risk 1	Risk 2	Risk 3	Risk 4	Risk 5
Score:					

Reasonable adjustments control the risks	
Professional judgement	

Headteacher's Decision

Headteacher's Decision	Yes		No	
Signed				