

Overdale Infant School



Behaviour Policy and Statement of Behaviour Principles

(including Anti Bullying, Restraint and exclusion)

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Policy Review Date:	September 25	Headteacher Hayley Holmes	<i>Hayley Holmes</i>	
Shared with Governing Board	September 24	Matt Davis	<i>Matt Davis</i>	

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1. AIMS

This policy aims to:

- 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
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying
- Outline our system of rewards and sanctions

2. LEGISLATION, STATUTORY REQUIREMENTS, AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for 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](#)
- [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](#)

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 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 give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. RESPECT, RESILIENCE AND RESPONSIBILITY

Our core values are at the heart of our school. We expect all staff and pupils to demonstrate them at all times and for pupil behaviour to be outstanding.

Respect - Adults and pupils alike show respect for each other. We promote equal opportunities through non-discriminatory practices. We respect our belongings and the school environment.

Responsibility - Staff and children take responsibility for their actions and any disagreements are resolved in a restorative manner. We take responsibility for the world we live in and take care of the environment.

Resilience - Staff and children develop resilience in everything they do supported by those around them. We persevere when things are challenging and ask for help if we need it.

We promote our school values daily through assemblies, our curriculum and adult modelling. Certificates are awarded to children when they demonstrate one of our school values.

At Overdale Infant School we believe that:

- Everyone has the right to feel safe at all times
- High standards of behaviour are essential for a successful school and for achieving the school's vision
- All members of the school community should be free from discrimination of any description.

4. 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. At Overdale Infant School this behaviour is referred to as being **Several Times On Purpose (STOP)**

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)
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

[Anti-bullying](#)

5. ROLES AND RESPONSIBILITIES

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing 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
- Offering 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
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour logs on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Teachers and 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
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using our Child Protection Online Management System (CPOMS)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will monitor records of behaviour incidents and support staff in responding to behaviour incidents where necessary.

5.4 Parents and Carers

Parents and carers, where possible, should:

- Get 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
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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, working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy. Feedback will be gathered from pupils once each term in the format of a pupil survey. This will be supported by our Pastoral Lead.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. SCHOOL BEHAVIOUR CURRICULUM

At Overdale Infant School, we want to prepare our pupils for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is an integral part of this. Our behaviour curriculum has been designed to build our pupils' character, preparing them for a successful future. Through it, we teach outstanding behaviour through clear expectations, routines and opportunities for all staff and children to rehearse, model and refine these behaviours.

See Appendix 1 for full details of our behaviour curriculum.

At Overdale Infant School we use the behaviour management system of 1-2-3 Magic alongside Restorative Approach.

6.1 1-2-3 Magic

The principles of 1-2-3 Magic are:

- to have separate reward and sanction systems which are not linked. i.e. a reward for positive behaviour would never be removed for negative behaviour.
- Limit the amount of talking, discussion and emotion during a behaviour incident.
- Have clear start and stop behaviours which the children are familiar with.

Each classroom has our school start and stop behaviours displayed clearly. There are two kinds of behaviour which often become the cause of a problem.

STOP behaviours

- Things you want a child to STOP doing
- Frequent everyday issues, talking over someone, not sharing etc.

To remind children to stop these negative behaviours staff use the 1-2-3 counting procedure.

START behaviours

- Things you want a child to START doing
- Positive activities such as tidying up, doing work etc.

To remind children to start these positive behaviours staff use praise, simple requests and 1-2-3 counting procedure

START and STOP behaviours are set across the school, being the same in each classroom. Our school Start and Stop lists are:

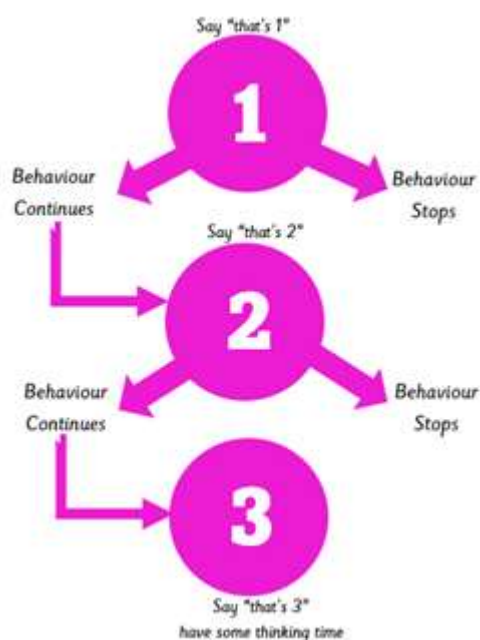
Start	Stop
Being kind (politeness, sharing, being respectful, manners)	Hurting others (Punching, kicking, spitting, biting)
Concentrating (Focus)	Being disrespectful (Talking over others, shouting out, being rude)
Being ready to learn (listening, settling down to tasks quickly, transitions)	Breaking things
Making the right choices	

Staff remind children of the behaviours on each list regularly and refer to the list when using the 1-2-3 counting procedure.

A key element of 1-2-3 Magic is **no emotion, no talking**. This means when counting staff do not talk, explain or rationalise with the child. Staff do not get angry or otherwise emotional during or after. Staff may accept one explanation, if necessary, but lectures and wordy explanations are not effective. This is essential to the effectiveness of 1-2-3 Magic. 90% of the time when the system does not work it is because this element has not been followed.

At Overdale Infant School the use of 1-2-3 Magic co-exists alongside the use of Restorative approach. For smaller incidents of behaviour which do not warrant an interruption in teaching 1-2-3 magic can be used effectively. For larger more serious incidents a 3 may need to be given immediately while a child is supported or comforted and then a restorative conversation can be held after the thinking time.

If behaviour is persistent and repetitive, rather than repeating the 1-2-3 counting procedure continually, staff switch to the restorative approach to enable the child to understand why their behaviour is not acceptable and the effect it is having on others.



At the end of each teaching session or play session every child starts back at zero. Counting in 1-2-3 Magic is never rolled over into a following session.

Once a child has reached a 3 they are directed to have thinking time. This may be quietly on their own in a specified place in the classroom or might be sat with a member of staff. A timer will be set for five minutes. There will be no talking to the child during the thinking time nor once the thinking time has ended. Once thinking time has been completed the child starts back at zero again.

Where appropriate and reasonable, adjustments may be made to routines within the school behaviour curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Parents will not be informed if a child receives a 1 or 2. Parents will be informed if a child has two threes in one week. If the 3 has been given immediately for a serious incident the parents will be informed on the same day.

The reward system within 1-2-3 Magic enables staff to reward children for a wide range of positive behaviour. Staff across the school award pieces of pasta to children which are placed into a class pasta pot. Before this begins the children in each class choose the reward they would like to share when the pasta pot reaches a particular point. This enables the children to know what reward they are working towards.

All children and staff can earn pasta to be placed into the class pot. When the pasta is filled to the specified level the whole class enjoy the reward together. As previously mentioned, pasta would NEVER be removed from the pot for any negative behaviour.

6.2 Restorative Approach

If a child has more than one 3 in a day or week or a child has been involved in a conflict with another child, it may be appropriate for staff to take a restorative approach.

This gives the child an opportunity to learn from their behaviour and engage in acts of empathy and forgiveness. Staff will use a restorative script to help the child understand the consequences of their behaviour and the member of staff will work with the child to make amends.

This will provide all those involved:

- with a chance to tell their side of the story and feel heard
- to understand better how the situation happened and how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and repair any damage done to their connections with the others involved, or even build connections where there were none previously.

The Pastoral Support Worker (PSW) or the Senior Leadership Team (SLT) may become involved through referral from class staff or from monitoring of behaviour records on CPOMS. Either the PSW or a member of the SLT will then work with the child to support them in improving their behaviour and understanding why this is important.

If this escalation occurs, parents will be made aware and involved in behaviour modification as soon as possible. They will be asked to come into school to discuss ways of helping their child. Parents will always be spoken to privately and confidentially, away from other people.

If a child's name is repeatedly brought to the attention of the Headteacher or SLT, the parent/carer will again be invited into school to discuss the problem. The Class Teacher will be told of unacceptable behaviour out of the classroom by other teachers, support staff and any other staff employed at the school where necessary.

A programme to help the child modify his/her behaviour will then be worked out jointly. For children with complex needs with Element 3 funding or an EHCP reasonable adjustments will be made, these will be agreed with parents in advance

7. RESPONDING TO BEHAVIOUR

7.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the START and STOP behaviours clearly in classrooms
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Following the clear routines established across the school
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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, see link below.

[56AA4C84F43CEFE4A61277C22207545A.pdf \(overdale-inf.leicester.sch.uk\)](https://www.leicestersch.uk/overdale-inf/56AA4C84F43CEFE4A61277C22207545A.pdf)

Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates linked to our school values.
- Pasta for the class pot which builds to a whole-class reward
- School values stickers during lunchtime periods which feed into the class pasta pot

7.3 Responding to Misbehaviour

When a pupil'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 pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases, where necessary.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Giving the child a 1, 2 or 3 in line with 1-2-3 Magic
- Expecting work to be completed at home
- Loss of privileges – for instance, the loss of playtime due to persistent negative behaviour towards others during this time.
- Referring the pupil to a senior member of staff
- Phone call home to parents of all children involved in any physical incident
- Removal of the pupil from the classroom by distraction or diversion
- Fixed term suspensions
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The school behaviour response chart can be found in Appendix 2.

7.4 Reasonable Force

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

- Causing serious disorder
- Hurting themselves or others
- Damaging property

Incidents of **reasonable** force must only be used if **necessary** and must be **proportionate** to the situation, they must:

- Only be carried out by a Team Teach trained member of staff, where possible
- Be alerted to SLT via radio to allow for support to be directed accordingly.

- 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 the Leicester City Council Electronic Physical Intervention Form (EPIF).
- Be reported to parents on the same day.

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

In the event of reasonable force being used with a pupil a positive handling plan will subsequently be created and shared with all staff. This aims to allow strategies to be put into place to avoid the need for further use of force.

7.5 Searching, Screening and Confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil. Parents will be called, and a meeting will be arranged with a member of SLT to discuss how the item came into the child's possession.

Prohibited items include:

- Mobile technological devices
- Knives or weapons
- Alcohol
- Any kind of drugs or medication and paraphernalia deemed to be related to drug use
- Stolen items
- Tobacco, Vapes and cigarette papers
- Matches or lighters
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to school safety. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. A second member of SLT will be present during the search.

Teaching staff will be able to confiscate mobile technological devices, and these will be taken to the Headteacher immediately.

Any search by a member of staff for a prohibited item listed in above will be recorded on CPOMS, including whether or not an item is found.

Parents will be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as possible.

7.6 Off-site Misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

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

8. SERIOUS SANCTIONS

8.1 Fixed Term Suspensions and Permanent Exclusions

Overdale Infant School seeks to avoid suspensions and permanent exclusions. These take place only for very serious incidents or when other strategies have been tried extensively to improve behaviour but have not been successful. In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. The headteacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies e.g. the Educational Psychologist (EP) and Behaviour Support Team (BST). Fixed term suspensions and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of policy.

8.2 Reasons for Suspension and Permanent exclusion

A serious offence could by itself justify a pupil's suspension or exclusion. This may include an aspect of the following:

- Physical abuse of another child or adult, e.g. biting, kicking, punching, etc.
- Verbal abuse of another child or adult, e.g. taunting, swearing, insolence, refusal to answer, etc.
- Deliberate breaking or stealing of property
- Racial abuse, use of racist language or any form of discriminating behaviour
- Bullying

- Endangering the safety of themselves or others
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to any adult in school
- Any behaviour deemed to be inappropriate

In the Run-up to a Possible Suspension

In cases where a suspension seems likely to occur, the school will:

- Warn parents/carers in writing that the pupil is at risk of suspension
- If time allows, arrange a meeting with the parents to plan how to support the pupil in an attempt to avoid the need for suspension.
- Take account of views of the pupil
- Keep written notes of all verbal warnings given to the pupil and advice given to parents/carers
- Involve the EP and/or BST and/or other agencies, as soon as possible.

8.3 Roles and Responsibilities

Only the headteacher or, in their absence, a member of the senior leadership team acting in their stead, can suspend or exclude a pupil from school.

8.4 The Suspension/Exclusion Process

Single Day Suspension - In the first instance it is probable that a single day suspension would be used.

The headteacher is responsible for:

- Applying the civil standard of proof when establishing the facts in relation to an exclusion.
- Complying with their statutory duties in relation to pupils with SEND when administering the process, as outlined in the Special Educational Needs and Disabilities (SEND) Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g., if a pupil has suffered bereavement, bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of suspensions and exclusions as a sanction, e.g. if a pupil has received multiple suspensions, exclusions or is approaching the legal limit for suspensions or exclusions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, eligible for FSM, LAC/PLAC and those from certain ethnic groups.

- Engaging effectively with parents in supporting the behaviour of pupils with additional needs.
- Determining whether a pupil will be excluded on disciplinary grounds.
- Withdrawing any exclusions that have not been reviewed by the governing board, where appropriate.
- Ensuring any decision to suspend/exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to exclude a pupil.
- Ensuring they have considered their legal duty of care when sending a pupil home following a suspension or exclusion.
- Making the decision to exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the governing board and LA of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required.
- Notifying the governing board once per term of any suspension or exclusions not already notified.
- Organising suitable work for excluded pupils where alternative provision cannot be arranged.

If a suspension/exclusion is considered appropriate:

- Parents/carers will be notified immediately by telephone and asked to remove their child from the school.
- They will be given a formal letter outlining the reason for suspension or exclusion, the process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Chair of Governors will be notified in writing at the time the suspension or exclusion is decided, as will the appropriate agencies of the Local Authority.
- The school will also work to put in place a "re-integration" programme for the pupil on his/her return.

Fixed Period Suspension – Fixed period suspensions must not exceed 45 school days in any one academic year. Work will be set by the school for the child to complete at home during the first five days of the suspension. If the period of suspension is longer than 5 days the school will contact the parents to inform them of the arrangements that have been put in place to provide education for their child from the 6th day of the suspension. The parents are responsible for the care of their child in the first 5 days of suspension. If a pupil is suspended for more than 15 days in one term (this includes a multitude of suspensions including half days) parents/carers may request a review.

Permanent Exclusion – If fixed period suspensions are unsuccessful in reforming the child's behaviour then it will eventually become necessary to permanently exclude the child from the school.

8.5 Representation to the Governors Disciplinary Committee

Parents/carers can make representations about the suspension or exclusion to the Governors Disciplinary Committee. This will be formed of three Governors. These Governors will be responsible for electing a Chair of the Disciplinary Committee.

8.6 Post Suspension Planning

Re-integration into the suspending School.

The headteacher will convene a meeting to discuss and make plans for the re-integration of the pupil after an extended suspension. The meeting will make the necessary preparations for the pupil's return to school and will involve the parents/carers and the pupil. Parents/carers are entitled to take a friend or supporter. A member of the Governing board may also attend the re-integration meeting where possible.

The meeting will consider all aspects of re-integrating the pupil, including the provision of additional support. Any previous behaviour management plans will be revised, and new targets agreed. If there were no plans prior to the suspension, then a plan will be drawn up. All plans will include elements of a contract between the parties involved so that the pupil will know how to achieve success. The school will set realistic targets and review dates will be set. The meeting will also consider whether the pupil has additional needs and whether enough is being done to support those needs.

8.7 Monitoring and Review

The Governors monitor the suspension/exclusion procedure, in order to ensure that any suspension/exclusion will be handled properly. The headteacher keeps detailed records of any suspension/exclusion made by the school. Governors are informed if a suspension/exclusion has taken place since the last Full Governing Board meeting.

Governors take into account any local or national decisions that affect the suspension/exclusions process and make any modifications necessary to this policy. This policy is made available to all parents, so that they can be properly informed about the suspension/exclusion process.

9. RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

9.1 Recognising The Impact Of SEND On Behaviour

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 pupil 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 pupil concerned.

Overdale Infant School's approach to anticipating and removing triggers of misbehaviour. Approaches may include but are not limited to:

- Short, planned movement breaks for pupils with SEND who need sensory breaks
- Adjusting seating plans to allow pupils with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for pupils with sensory issues
- Training for staff in understanding conditions such as autism, ADHD and early childhood trauma
- Use of alternative spaces (sensory room or nurture room) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting Sanctions For Pupils With SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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

9.3 Considering Whether A Pupil Displaying Challenging Behaviour May Have Unidentified SEND

The school's special educational needs and disabilities co-ordinator (SENDCo) may 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.

9.4 Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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

10. TRAINING

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The use of 1-2-3 Magic
- Restorative Approach
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A selection of staff from across the school are also Team Teach trained to ensure the correct use of force.

11. MONITORING ARRANGEMENTS

11.1 Monitoring And Evaluating School Behaviour

The school will collect data on the following:

- Behavioural incidents, via CPOMS
- Attendance
- Fixed term suspension and permanent exclusions
- Use of pupil support units, off-site directions and managed moves
- Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

11.2 Monitoring This Policy


This behaviour policy will be reviewed by the headteacher and full governing board every year, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.


Behaviour Curriculum



1. Introduction

At Overdale Infant School, we want to prepare our pupils for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is an integral part of this. Our behaviour curriculum has been designed to build our pupils' character, preparing them for a successful future. Through it, we teach outstanding behaviour through clear expectations, routines and opportunities for all staff and children to rehearse, model and refine these behaviours. We want our pupils to understand how and why we behave and to have frequent opportunities to practise doing so, in order for these behaviours to become intrinsic in their day to day lives. Our behaviour curriculum is designed to be accessible for all pupils from Pre-School to Year Two and is adapted to suit the needs of all pupils including those with SEND and other additional needs – We want every child to succeed.

<p>Intent – Aspiration for our pupils</p> 	<p>At Overdale Infant School, we want exemplary behaviour to be an unspoken expectation. Our behaviour curriculum is based around:</p> <ul style="list-style-type: none"> ⇒ Teaching, not telling, children how to behave ⇒ Ensuring all adults are calm, consistent and fair in their response to behaviour ⇒ Having clear and concise expectations, routines, rewards and sanctions that everyone follows ⇒ Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see ⇒ Adapting our approaches, where needed, for specific pupils with additional needs <p>We want to ensure we are <i>'lighting the hearts and minds of our community'</i> every day.</p>
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<p>Implementation – teaching the behaviour curriculum</p> 	<p>We believe that, in order for pupils to behave well, they must not only be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. Our behaviour curriculum is based on a firm foundation of research such as Rosenshine's principles of instruction and Willingham's ideas about memory. Students can improve their</p>	<p style="text-align: center; background-color: #002060; color: white; padding: 5px;">The process for teaching behaviour explicitly is as follows</p> <p>IDENTIFY the behaviour we expect. Explicitly TEACH the behaviour we want to see.</p> <p>MODEL the behaviour we are expecting.</p> <p>PRACTISE the behaviour.</p> <p>NOTICE excellent behaviour.</p>
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	<p>confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that. Our teachers will dedicate plenty of time over the first few days or weeks of a new term reminding, practising and reinforcing these behaviours and will continue to do so throughout the year, as necessary.</p>	<p>It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously reinforce to maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach with minimal disruptions to learning.</p>
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2. Core Values

Our school mission statement is **Lighting the Hearts and Minds of our Community.**

Our core values are...

 <p>Respect</p>	 <p>Responsibility</p>	 <p>Resilience</p>
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Behaviour Principles		
Respect	Responsibility	Resilience

<p>We think about the feelings and wishes of others.</p> <p>We think about the way our behaviour impacts others.</p> <p>We follow the school rules.</p> <p>We make the right choices, even when no one is looking.</p> <p>We always listen when an adult is speaking.</p> <p>We are polite and have good manners.</p> <p>We respect difference and know we are all equal.</p>	<p>We are in charge of our own behaviour.</p> <p>We have control over what we do.</p> <p>We make the right choices, even when no one is looking.</p> <p>We follow instructions – first time, every time.</p> <p>We work hard and always try our best.</p> <p>We look after our environment and the equipment.</p> <p>We make sure we have everything we need each day.</p>	<p>We ‘bounce back’ when things are difficult.</p> <p>We keep going and don’t give up.</p> <p>We have patience and wait for things we want.</p> <p>We take part fully in lessons.</p>
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3. Our Approach

At Overdale Infant School, we use the story of The Colour Monster throughout the school to help children identify their emotions. We want to teach all of our children good coping and regulation strategies so they can identify how they feeling, why they are experiencing a specific emotion and how to manage how they are feeling. By teaching the children how to cope with these feelings it will help children to tackle learning challenges and build better resilience so they don’t give up so easily when faced with difficulty.

We want the children at Overdale Infant School to grow into successful teenagers and then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they do not turn to negative coping strategies which may affect their mental and physical wellbeing.

We aim to help children to:

- ⇒ Recognise when they are experiencing a specific emotion and how manage the physical feelings associated with it.
- ⇒ Increase their emotional vocabulary so they can explain how they are feeling.
- ⇒ Recognise when other people are experiencing different emotions, thus developing better empathy.
- ⇒ Develop an insight into what might make them feel different emotions.
- ⇒ Understand that emotions, sensory experiences such as a lack of sleep, hunger or their environment might influence how they are feeling.
- ⇒ Develop problem-solving and resilience.
- ⇒ Identify a range of alerting and calming strategies that support them.



Happy



Calm



Sad



Angry



Scared

4. Scripted Language

Scripted language can be useful when attempting to help a child to understand and manage their emotions. Some of the language below may be used to assist staff when supporting with behaviour management.

- **Use the child's name when you begin to speak to them** – It addresses them and shows them that you have your full attention and that you mean to sort the situation out for and with them.
- **"I can see something is bothering you"** – A phrase like this acknowledges the child's feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- **"I am here to help you"** – A phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- **"Tell me about what happened" or "Talk and I will listen"** – This tactic provides children with a calm option to explain what is on their mind and again is mostly to address the issue that the child had/has effectively, so that the unacceptable behaviour will not be repeated in the future.

- **“Come with me and we can talk about it...”** – Quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm can help to remove any audience and calm the child. This then allows for a purposeful conversation to take place.

At the start of the day...

Pupils will...

- Arrive in the playground ready for the bell at 8.50am
- Walk to their classroom door with their adult.
- When the door opens, enter sensibly, saying good morning to the adult at the door.
- Say good morning to their peers and other adults.
- Put away belongings quickly and sensibly.
- Select their lunch option.
- Find their carpet space and begin the do now activity.



School adults will...

- Ensure walkie talkies are on and ready before 8.50am
- Ensure there is a purposeful do now activity prepared.
- Open the classroom door on time and greet pupils warmly.
- Engage with parents openly.
- Dela with immediate concerns or arrange a follow up discussion.
- Encourage children to put items away quickly and begin the do now activity.
- Support children with the do now activity.
- Close the door promptly at 9am



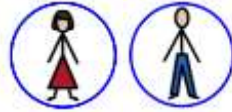
Home adults will...

- Ensure children are in the playground ready for the bell at 8.50am
- Say goodbye to children at the classroom door and encourage their child to enter swiftly.
- Ensure children have everything they need for the day.
- Not be on a phone or mobile device at the classroom door.

Why we expect to see this behaviour:

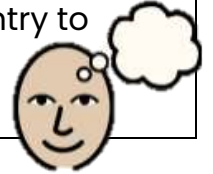
By following these expectations, we are providing a calm, purposeful start to the day. This will ensure all children are ready for their learning. Children and adults feel valued and welcomed which sets a positive tone for the day ahead.

- If needing to speak to a staff member alert the staff to this and ask if they have a moment.
- Leave the school site before the gates are locked at 9am



Sanctions/consequences for not following the expectations:

- Positive, gentle reminders of the expectations.
- Following the behaviour policy and escalation process.
- Additional support being put into place for entry to school.



In the classroom

Pupils will...

- Quickly and sensibly find their space and settle for the start of the lesson.
- Organise equipment as needed.
- Be respectful of the environment and everything in it.
- Keep work spaces tidy.
- Follow adult instructions the first time they are given.
- Actively listen and engage with learning.
- Always show respect to their peers and adults in the room.
- Try their hardest with all activities.
- See mistakes as part of learning.
- Raise their hand before speaking when in a whole class situation.
- Ask permission before leaving the room.



School adults will...

- Set clear classroom expectations and ensure these are implemented daily.
- Direct pupils to their spaces and encourage them to settle quickly.
- Ensure all resources are prepared in advance and are easily accessible.
- Ensure the classroom environment is well-organised, clear and tidy (including any teacher spaces)
- Provide clear instructions, using visuals to assist with understanding.
- Actively engage with all pupils.
- Model appropriate behaviour for learning.
- Ensure they are familiar with individual plans for specific children.
- Discuss lessons prior to delivery.



Why we expect to see this behaviour:

- To create a calm, positive learning environment.
- To ensure pupils make excellent progress.
- To promote pride in pupils' learning.
- To build a collaborative class ethos.

Sanctions/consequences for not following the expectations:

- Positive, gentle reminders of the expectations.
- Use of the school behaviour policy and 1-2-3 magic.
- Complete work during break/lunch time under the direction of a member of staff.
- Parents being informed.
- Discussion with senior leadership members.



In the playground...

Pupils will...

- Walk to and from the playground sensibly.
- Respect all the equipment and use specific equipment in set areas.
- Always put equipment away after use.
- Make safe decisions about equipment and play.
- At the first whistle stop, on the second whistle walk to their line.
- Interact appropriately with their peers, showing respect and being mindful of personal space.
- Seek adult support when needed.
- Tell other children to stop if they are doing something they dislike.

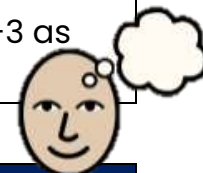


School adults will...

- Be on time for playground duty.
- Ensure gates are closed and secured before children enter the playground.
- Remain on the playground for the duration of break or lunch time.
- Ensure they have walkie talkies to use during playground duty
- Radio the two-minute warning to ensure that staff are in classrooms when the whistle goes.
- Not have drinks in the playground.
- Actively engage with pupils e.g. playing games.
- Demonstrate safe and appropriate use of equipment.
- Follow all rotas and timetables in place.
- Liaise with other staff to cover their duty for planned absences e.g. trips
- Be on time to collect pupils and promptly lead them back to class to start learning.
- Ensure no more than two members of staff are stood



	<p>together in the playground during a duty.</p> <ul style="list-style-type: none"> • Ensure there is the correct ratio of adults to children in the playground.
<p>Why we expect to see this behaviour:</p> <ul style="list-style-type: none"> • To ensure playtimes are enjoyable for adults and children. • To keep children and adults safe during unstructured times. • To reduce the loss of learning time due to less incidents. • To ensure lessons start on time. 	<p>Sanctions/consequences for not following expectations:</p> <ul style="list-style-type: none"> • Removal of equipment from the play space. • Remaining inside with adults during play time. • Structured play. • Informing parents. • Following the behaviour policy and receiving 1-2-3 as part of the behaviour system.



At the dining hall...	
<p>Pupils will...</p> <ul style="list-style-type: none"> • Walk sensibly to and from the dining hall, always with an adult. • Find a place to sit and sit quietly. • Use a quiet voice while speaking to those sitting at the same table. • Put their hand up to get the attention of an adult. • Use table manners, including using cutlery. • Only eat and touch their own food. • Eat their dinner first before dessert and ask permission before eating their dessert. • Line up quietly and sensibly to collect dinners and when leaving the hall. • Only eat whilst they are seated. 	<p>School adults will...</p> <ul style="list-style-type: none"> • Monitor lunches and inform the class teacher of any issues. • Interact with the children whilst they are eating. • Find opportunities to eat alongside the children where possible. • Remind pupils about appropriate noise levels. • Reinforce expectations about walking. • Role model what is expected. • Ensure dinner lines are colour coded. • Remain with children they are championing. • Encourage children • Use walkie talkies to communicate with playground and SLT.



Home adults will...

- Ensure packed lunches contain a range of healthy foods.
- Discuss hot lunch choices with children ahead of arriving at school.
- Inform school staff of any allergies or special diet requirements.

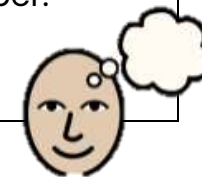


Why we expect to see this behaviour:

- To ensure lunch times are safe, successful and enjoyable.
- To develop and practise life skills.
- To develop social skills.
- To promote healthy, balanced lifestyles.

Sanctions/consequences for not following the expectations:

- Eating in a different location with a staff member.
- Informing parents.
- Lunchtime exclusion.



Moving around school...

Pupils will...

- Walk on the left-hand side around school.
- Listen and wait for their adult to direct them.
- Keep in a single file line.
- Remain quiet.
- Pass the door along the line.
- Greet others with a wave and/or a smile.
- Demonstrate correct behaviours even when out of sight.
- Respect other's personal space.
- Not touch anything along the corridors.



School adults will...

- Consistently teach the expectations and reinforce them regularly.
- Model the expectations for the pupils.
- Revisit and reteach the expectations when needed.
- Ensure classes pause and wait for others at each doorway.
- Greet others when passing with a wave and/or smile.
- Ensure the calm corridors protocol is followed by all.

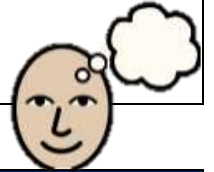


Why we expect to see this behaviour:

- To keep pupils and adults safe at all times.
- To promote life skills.
- Demonstrate a calm environment.
- Shows that we respect and trust each other.

Sanctions/consequences for not following expectations:

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Apply behaviour policy and 1-2-3 Magic.



End of the day routines...

Pupils will...

- Collect their belongings quickly, calmly and sensibly.
- Clear tables and ensure the room is tidy.
- Sit on the carpet quietly.
- Wait for the adult to call their name before leaving the classroom.
- Ensure they take all belongings when leaving.
- Stay with their adult once collected.
- Promptly leave the school site.



School adults will...

- Follow all safeguarding procedures for dismissing pupils and if in doubt will seek support from a member of SLT and/or DSL.
- Ensure class teacher is aware of any changes to pick up arrangements.
- Know who is collecting children and who is attending clubs.
- Ensure the lesson is stopped to provide sufficient time to prepare for the end of the day.
- Monitor cloakroom activity.
- Give pupils clear instructions about the expectations.
- Take any pupils not collected by 3.30pm to the designated area and inform the office staff before leaving the pupils.
- Ensure all immediate concerns have been shared with those collecting.
- Open the door and dismiss at the correct time.
- Ensure discussions with parents take place privately.

Home adults will...

- Arrive on time to collect children.
- Not use phones or mobile devices at the classroom door.
- Leave the site promptly.
- Ensure children do not touch or use equipment in the playground.



Why we expect to see this behaviour:

- To ensure pupils are collected safely and there are no accidents on site after collection.
- Avoids parents having to wait.
- Provides a positive end to the day.
- Gives an opportunity for the class teacher to liaise with parents sensitively if needed.
- Ensures a calming transition for children.

Sanctions/consequences for not following expectations:

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Discussions with parents about time keeping.



Preparation for PE...

Pupils will...

- Attend school with the correct PE kit on the right day.
- Remove any jewellery and ensure hair is tied up.
- Walk to and from the hall/playground/field sensible following the calm corridors protocol.
- Use equipment safely, following adult direction.
- Actively participate in the lesson.
- Work as part of a team.
- Understand expectations are the same in PE.
- Encourage and celebrate the efforts of others.
- Understand why quiet voices are needed in PE.

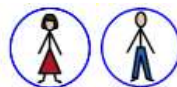


School adults will...

- Wear appropriate PE kit – this being at the very least sports shoes.
- Monitor appropriate noise levels, depending on the lesson content.
- When using large apparatus ensure children do so very quietly.
- Provide appropriate activities for pupils without kit e.g. reading activities or PE record.
- Encourage all children to achieve their personal best.
- Model appropriate learning behaviour.
- Liaise with parents regarding pupils who consistently do not have PE kit.
- Communicate with parents which days children have PE and whether outdoor or indoor kit is required.

Home adults will...

- Remove jewellery at home on PE days including earrings, bracelets and necklaces.
- Provide a suitable PE kit and name all items.
- Inform staff of any physical limitations or injuries.



Why we expect to see this behaviour:

- To ensure PE lessons are safe.
- To keep pupils fit and healthy.
- To promote healthy lifestyles.
- To develop sportsmanship and an understanding we cannot always win.
- To ensure the use of any apparatus is safe.

Sanctions/consequences for not following expectations:

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Stop the lesson and reinforce expectations if needed.
- Removal from PE lesson(s).



Assemblies...

Pupils will...

- Walk to and from assembly quietly following the calm corridors protocol.
- Enter the hall silently.
- Sit sensibly, quietly and wait for the assembly to begin.
- Remain quiet throughout the assembly, listening carefully.
- Celebrate the successes of others using only the school's special celebrations:
 - Marshmallow clap
 - Beanbag cheer
 - Silent cheer
 - Overdale cheer
 - Clap (six)



School adults will...

- Model and reinforce the expectations placed on the children e.g. not talking to other adults when entering the hall.
- Arrive to assembly on time.
- Provide gentle reminders to pupils when needed.
- Carefully consider positioning of pupils.
- Make reasonable adjustments for pupils who need support e.g. sitting at the edge, concentration aids.
- Take the opportunity to celebrate all pupils' achievements.
- Remove children who are disrupting due to dysregulation.
- Ensure there are sufficient adults present.
- Follow the plan for entry and exit to the assembly hall.
- Monitor behaviour throughout the assembly and correct where necessary.

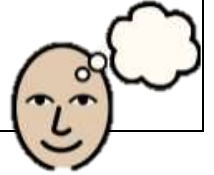


Why we expect to see this behaviour:

- To promote a calm, purposeful atmosphere.
- To celebrate the achievements of others.
- To provide an opportunity for learning together.
- To build community and team spirit.
- To develop a better understanding of the school values.

Sanctions/consequences for not following expectations:

- Gentle, consistent reminders.
- Apply behaviour policy and 1-2-3 Magic.
- Children remain behind at the end of assembly to discuss behaviour.



Using toilets...

Pupils will...

- Walk to and from the toilets sensibly and quietly, following the calm corridors protocol.
- Make sure they use an empty toilet and always knock before entering to check.
- Flush the toilet after use.
- Wash their hands using soap before leaving the toilets.
- Not disturb anyone else using the toilets.
- Report inappropriate behaviour to an adult straight away.
- Close the door when using the toilet and
- leave it open when they have finished.



School adults will...

- Monitor how many children are going to the toilet at one time.
- Check on children if they are gone longer than usual.
- Teach the expectations and reinforce them regularly.
- Not enter the toilet cubicles unless providing intimate care.
- Ensure two adults are always present if providing intimate care and that this is recorded.



Why we expect to see this behaviour:

- To ensure proper use of the toilet facilities.
- To ensure safety and privacy for all in the toilets.
- To allow all children to feel comfortable to use the school toilets.

Sanctions/consequences for not following expectations:

- Gentle, consistent reminders.
- Apply behaviour policy and 1-2-3 Magic.
- Supervised access to toilets only. i.e. adult waiting outside of the toilet.
- Not going to the toilet when anyone else has gone.





Responding to Behaviour Incidents

