

PEN MILL INFANT & NURSERY ACADEMY



BEHAVIOUR POLICY

Version	Amendments	Date of Approval/Issue
1.0		2 nd June 2020
2.0	New version in line with DfE	7 th February 2023
3.0	New version relevant to an Infant School	31 st March 2023
		6 th October 2025

Signed:

Chair of Trustees

Print name: Iain Crabtree

Date: 06/10/2025

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Behaviour Policy (includes Anti Bullying Statement)

Statement of intent

Pen Mill Infant & Nursery Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996

Education Act 2002

Equality Act 2010

Education and Inspections Act 2006

Health Act 2006

The School Information (England) Regulations 2008

DfE (2016) 'Behaviour and discipline in schools'

DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

DfE (2018) 'Mental health and behaviour in schools'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2013) 'Use of reasonable force'

Voyeurism (Offences) Act 2019

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This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Positive Handling Policy
- Complaints Procedures Policy

Aims

The Staff and Governors of Pen Mill Infant and Nursery Academy believe that high standards of behaviour lie at the heart of any successful school and our strategy is aimed at improving engagement and outcomes for all children by promoting their social, academic and personal education in a positive, safe environment.

We aim to support children in developing positive and pro-social behaviours through:

- Clear, high expectations
- Good role models
- Clear and consistent boundaries
- Intervention programmes as appropriate

At the Pen Mill Infants, we:

- Promote pro-social behaviour, looking after ourselves and others, being kind, helpful and productive, having respect for others
- Create an inclusive environment where children are given the support they need
- Ensure all staff understand how to promote pro-social behaviour and manage difficult or dangerous behaviour
- Teach children strategies to manage their feelings and behaviour
- Adopt a therapeutic approach and understand behaviour as communication, looking for explanations and strategies to help a child learn.

Teaching

We teach behaviour through:

- Role modelling the behaviour we expect
- Consistency across the school.
- High expectations agreed in school/golden rules.
- Building positive, trusting relationships.
- Positive phrasing and use of scripts
- Rewarding sensible choices through praise specific to action and giving positive reinforcement as well as clear consequences
- Providing comfort and forgiveness.

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All staff attend training meetings during the school year to discuss strategies and expectations so that our approach remains consistent across the school.

PSHE

Children are taught the personal, social and emotional lessons following a scheme of work called SCARF: this is a curriculum which delivers a programme through assemblies, taught sessions, circle times and independent activities to manage their feelings and interactions with others. Children are taught mindfulness and to reflect on their success at break times, for example through 'check ins' and by 'telling a good tale'. In line with our approach used across the school of Formative Assessment, a key element of this curriculum is developing a growth mindset, and learning through 'marvellous mistakes'. Children are taught to believe that they can change and learn, even if it can be tricky.

Anti-Bullying Statement

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.' (Anti- Bullying Alliance).

The school does not tolerate bullying of any kind.

Our PSHE curriculum (SCARF) teaches children to recognise such behaviours, and how to deal with them through a programme of whole school assemblies and dedicated lessons. If we discover that an act of bullying, child on child abuse or intimidation has taken place, we act immediately to stop any further occurrences.

This includes all forms of physical, social and/or emotional bullying or abuse, cyber bullying, prejudice-based or discriminatory bullying. The school works to ensure that all children attend school free from fear, and can talk about any times when the behaviour of another child/adult makes them feel anxious or threatened and expect adults to take actions to stop further behaviours.

At Pen Mill Infants:

- We will not tolerate bullying, aggression, discrimination and derogatory language of any kind.
- We will investigate all reported incidents quickly.
- We will deal firmly with any acts of bullying or harassment that come to our attention. We will keep a record of any incidents of bullying or harassment.
- Parents of all pupils involved will be informed of any incidents.

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Promoting good behaviour:

Golden Rules

Our Golden Rules are a positive statement about expectations at Pen Mill Infant and Nursery Academy:

At Pen Mill Infants:

- we are gentle
- we are kind
- we work hard
- we are honest
- we listen to others
- we look after property

The Golden Rules are displayed in every classroom and around the school. Staff consistently refer to the Golden Rules as the primary tool to promote positive behaviours.

Praise

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour need to be recognised.
- Praise that is given is always sincere and is never followed with immediate criticism.

Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Response to anti-social behaviour:

Examples of approaches we would expect to see:

- Positive phrasing e.g. 'Walking feet please' instead of don't run
- Limited choices – 'would you like to finish your work now or finish it later? (at playtime)

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- Use of 'thank you' at the end of a direction
- Avoid asking questions when giving directions
- Be clear precise and direct
- Disempowering behaviour e.g. 'we will carry on when you're ready'

We avoid:

- Negative phrasing e.g. 'don't run'
- No choice or open choice e.g. 'you look angry, what do you want to do next?' or 'come here'
- Empowering the behaviour e.g. 'Behave right now'

Sequence of response:

- Positive phrasing – the use of language that emphasises appropriate behaviour
- Limited choices – to give a child options which they can 'own'
- Adult direction – making it clear what is expected
- Debrief for the class – to help other children to understand the child's behaviour and the consequences the child will face

Consequences

Consequences are linked to the anti-social behaviour that is being addressed. This link is key to children learning how to improve their behaviour.

Where there is repeated or persistent misbehaviour the following steps will be taken:

- Speak to the child.
- Strategies formulated for improvement.
- Time out from current activity
- Take away privileges
- Involvement of a member of SLT
- Informal contact made with parents.
- Formal meeting with parents.
- Following discussions with parents a behaviour record book may be used to monitor improvement.
- Involvement of external professionals if concerns are severe.
- Fixed term exclusion from school would be considered when all other strategies have been exhausted, or when a pupil's behaviour is a danger to themselves or others.

Physical restraint

Details of our school's approach to preventing and addressing exclusion are set out in our Exclusions Policy. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder and/or refusing support to co-regulate/self-regulate
- Hurting themselves or others
- Damaging property

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Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents the length of exclusion would relate to the individual circumstances.

Learning from Behaviours

We believe that all behaviour is communication and therefore we actively encourage our pupils to reflect and learn from any incidents. This may be done through any of the following:

- Reflection with an adult and supported restorative conversations between peers
- A social story that pictorially illustrates a situation and provides a more appropriate response
- Social mapping – where the inappropriate behaviour and associated feelings are mapped against the appropriate behaviour, feelings and response that should be used next time

Pupils with Special Educational Needs and Disabilities (SEND)

Most children demonstrate pro-social behaviour and show an excellent understanding of what is expected of them and why. However, for some children, including those with SEND, the consequences may not be appropriate for their needs and reasonable adjustments will be made.

In these instances, the SENCo will work closely with staff and parents to carefully consider needs and effective strategies to manage behaviours. These children may require a risk management plan if their behaviours are becoming difficult or dangerous. Staff will analyse these pupil's behaviours using a range of tools, and plan responses to behaviour seen:

- A behaviour plan detailing a personal journey for individual pupils' behaviour and how staff can manage this
- Anxiety mapping – to predict and prevent escalation
- De-escalation script – to be used by all staff to calm situations
- Protective consequence – for example supporting with an increased staff ratio, limited access to an outdoor space, being supported at break times
- Social stories – to encourage pro-social behaviours
- Visual reminders of positive choices

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Interventions to support pupil's demonstrating challenging behaviours

For some children additional provision is required to teach them about their emotions and managing their feelings and behaviours. Positive interventions to support children with prosocial behaviour may include support from a designated member of staff, structured play times, participation in the ELSA group intervention, organised friendship groups, risk management plans (agreed with parents) and time with staff to reflect on issues within friendship groups. Any interventions will be regularly reviewed and adapted as appropriate.

Recording

Incidents are recorded and monitored using personal behaviour logs. The Senior Leadership Team analyse records to identify any trends in behaviours and to support accordingly. At play time and lunch time support staff record incidents and a member of the Leadership Team reviews entries daily, and add to My Concern if appropriate. Analysis is shared with Trustees termly.

Lunch times and Playground Behaviour

We recognise that unstructured time is more challenging for many of our children however there is a consistent expectation of behaviour throughout the school. This time is heavily supported by the Senior Leadership Team who are able to model and promote positive behaviours for pupils during this time. Midday Supervisory Assistants and Teaching Assistants working on the playground use the Golden Rules and model positive behaviours to support children in their play. Consistency in approach supports pro-social behaviour and our response to anti-social behaviour.

Roles and Responsibilities

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Parents are responsible for the behaviour of their child(ren) inside and outside of school.

Parents:

The school works collaboratively with parents, with the expectation that children receive consistent messages about how to behave at home and at school. Our Golden Rules are explained in the school prospectus, and our parents read and sign up to them when their child joins our school. We know that parents expect the school to maintain high standards of behaviour and that this is only possible if school and parents share the same goal.

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We expect parents to support their child's learning, and to work in partnership with the school to promote behaviour that enables all children to achieve their potential and develop academically, socially and emotionally. We always try to maintain a supportive dialogue between the home and the school, and share any concerns about behaviour and welfare that go beyond infrequent, low level issues.

If the school has concerns about a child's behaviour and puts support strategies in place, parents will be informed and will be asked to give their full support to the school. If parents have questions about these strategies, they should contact the class teacher who will offer advice on how to reinforce the key messages at home.

The class teacher is the person who has day to day responsibility for managing a child's behaviour, and is best placed to answer questions and respond to immediate queries. Parents should always be respectful and polite when dealing with school staff, and should make every effort not to undermine them. It is often helpful NOT to discuss issues in front of children. Class teachers are accessible most days after school and appointments can be made at the classroom door or through the school office.

If any concerns remain, they should contact a member of the Senior Leadership team or the Head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be lodged.

Staff:

Staff are expected to ensure that details within this policy are adhered to when supporting any child's behaviour within the school.

Staff are required to ensure that communications between themselves, pupils and parents is open and transparent to discuss behaviour needs.

The Head teacher and Senior Leadership Team:

It is the responsibility of the Head teacher to implement the school Behaviour Policy consistently throughout the school, and to report to trustees, when requested, on the effectiveness of the policy.

The Senior Leadership Team supports the staff to implement the policy and the Head teacher oversees records of all reported serious incidents of negative or dangerous behaviour.

It may, on occasion, be necessary to support a child by putting a reduced timetable in place at a time of crisis or transition. This is rare, temporary, and is implemented in agreement with parents/carers, and with a planned reintegration within an agreed period. In this situation Trustees and the Local Authority are informed.

The Head teacher has the responsibility for giving suspensions to individual children for serious acts of negative behaviour. For repeated or very serious acts of anti-

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social behaviour, the Head teacher may permanently exclude a child. Trustees will be informed about suspensions as soon after any incident as is practically possible, but permanent exclusions may only be issued after the school trustees have been notified.

The Local Governing Board:

The board of governors has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing the effectiveness of the behaviour policy.

Our behaviour policy is monitored, evaluated and reviewed annually. The school will gather the views of stakeholders to inform policy review.

Serious Behaviour Issues and Exclusions

Every child has the right to feel safe at school, and unsafe behaviour is serious. If a child is violent to another child or an adult then they may be sent to the Head/Deputy Head teacher straight away, or a number of less significant incidents may also lead to this.

The Head/Deputy Head teacher will assess the incident/s and may request an immediate appointment with parents to discuss this behaviour and the possible need for a risk management plan.

Suspensions or permanent exclusions are rarely necessary at Pen Mill Infant and Nursery Academy. If a child's behaviour is dangerous and/or prevents other children from learning, the Head/Deputy Head teacher will consider whether or not a serious consequence is necessary. Parents are encouraged to work alongside the school to support their child in complying with school expectations, and to address behaviour targets drawn up together.

Only the Head/Deputy Head teacher has the power to suspend or exclude a pupil from school, and it is only considered when other avenues have been exhausted and the safety of pupils and staff is at risk. They must contact parents immediately, giving reasons for the suspension or exclusion and making it clear that parents, should they wish, can appeal against the decision to the Board of Governors. The Governors will consider appeals and monitor exclusions implemented in line with the published school complaints procedure.