

**Driffield Church of England  
(VC) Infant School**



*'Learn to let your light shine'*

*Matthew 5:14-16*

# Behaviour Policy

January 2025

## **Statement of intent and ethos**

Drifffield CE Infant School welcomes all God's children and their families and is a place where children of all faiths and none flourish and are inspired by the Christian character and values of our school and learn to love God, one another and themselves (Mark 12:30-31) in order that they can 'Live life in all its fullness' (John 10:10)

It is this ethos underpinned by the words from Matthew 5: 14-16 'Learn to let your light shine' that underpins our expectations for behaviour from the whole school community.

Central to our behaviour policy are Jesus' words, 'do to others what you would have them do to you'. (*Matthew 7:12*)

## **Contents:**

- 1. Legal framework**
- 2. Aims and Expectations for Behaviour**
- 3. Responding to Good Behaviour**
- 4. Strategies for addressing inappropriate behaviour**
- 5. Challenging behaviour, including Violent and Aggressive Behaviour**
- 6. Staff Training**
- 7. Monitoring and review**

### **1. 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

Educations and Inspections Act 2006

Health Act 2006

The School Information (England) Regulations 2008

DfE (2016) 'Behaviour and discipline in schools'

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'

**This policy operates in conjunction with the following school policies:**

- **Home school Agreement**
- **Anti-Bullying Policy**
- **Social, Emotional and Mental Health (SEMH) Policy**
- **Special Educational Needs (SEND) Policy**
- **Child Protection and Safeguarding Policy**
- **Positive Handling Policy**
- **Complaints Procedures Policy**

## **2. Aims and Expectations for Behaviour**

To develop a positive self-image and a respect and tolerance for other people and the environment in school, the local community and wider world.

To teach and follow our Christian Values: Friendship, Peace, Respect, Honesty, Perseverance and Creativity throughout school life, with the first five particularly pertinent to our expectations for behaviour.

To develop relationships based on respect and trust between all members of the school community, including parents and the Governing Body.

To foster a climate of forgiveness where children and adults can see every day as a fresh start.

To provide a framework to ensure a consistent approach throughout school that will underpin effective teaching and learning.

To promote good standards of behaviour and cultivate self-discipline and resilience in children.

### **In order to achieve these aims we will:**

- Expect all adults in school to consistently set a positive example both demonstrating and explaining the good behaviour that we expect to see
- Praise positive behaviour both verbally and practically.
- Set clear boundaries for what we expect. Staff should be consistent, firm and fair in their expectations for children's behaviour.
- Consult and involve pupils.
- Give children the confidence that issues relating to behaviour will be referred back to our Christian values.
- Use Collective Worship, PSHE, Circle Time and spontaneous opportunities to teach and make clear the expectations of good behaviour.
- Try to prevent inappropriate behaviour before it happens.
- Create a zero tolerance environment against all instances of bullying or discrimination on the basis of race, gender, faith, culture or ability.
- Ensure all staff deal calmly with inappropriate behaviour and follow and apply consistent guidelines.
- Consult and seek support from and involve parents/carers.
- Consult and seek support from other staff if necessary.
- Show an interest in each child's interests, talents, goals, likes and dislikes and their family.
- Engage with pupils during playtimes and lunchtimes.
- Be mindful of seating arrangements both in the classroom and at lunchtimes.

Within the classroom the staff and pupils draw up a charter at the beginning of each school year linked to our school Values and the staff establish clear expectations for manners and respect for other pupils and adults.

### **As a direct consequence of our Behaviour Policy:**

Our children will:

- Build strong relationships
- Experience what it means to live as a member of an open, generous and forgiving community
- Benefit from a calm and secure learning environment
- Be involved in regular reviews of the Behaviour Policy (through Church School Ambassadors).

Adults in School will:

- model forgiveness and the possibility of restoration and a new beginning in their relationships with both children and adults
- be able to convey clearly and with confidence expectations for behaviour
- benefit from a calm and secure environment in which to teach effectively
- build positive relationships with parents and the whole school community
- develop personally and professionally

Parents/carers will:

- be fully informed about the school's ethos, core Christian Values and Behaviour Policy
- feel confident that the decisions regarding behaviour are just, informed and unbiased and informed by the school's values
- be offered the opportunities to explore further the school's values at home through the publication of *Christian Vision and Values* on our website

### **3. Responding to Good Behaviour**

All the adults in our school understand that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective the school recognises that they need to be:

- **Immediate** - immediately rewarded following good behaviour
- **Consistent** - consistently rewarded to maintain the behaviour
- **Achievable** - keeping rewards achievable to maintain attention and motivation
- **Fair** - making sure all pupils are fairly rewarded

Rewards can be given by any adult in school, in addition children should be encouraged by adults to recognise and praise good behaviour in other pupils.

*Verbal praise and positive comment:* Praise and positive comments will be given readily. Teachers, support staff and lunchtime assistants will be encouraged to comment on good behaviour using the 'values' language in order that the children understand what the values look like in practice e.g. well done, I liked the way you persevered with that job or well done you really demonstrated respect when you held the door open for...

*Marbles in a jar (or similar):* These are awarded in class for making 'good choices' in line with our school values. The whole class earns a reward when the jar is full.

*Personal Achievement Awards:* Children are given a stamp/sticker on their personal award card these are generally awarded for academic achievement and progress but can be used for behaviour if appropriate at the teacher's discretion. Children work towards bronze, silver, gold and platinum certificates which are presented in Celebration Worship.

*Values Book/Gold Star Book:* Children's names are entered each week as a reward for making the right choices. Each week a child from each class is praised for 'letting their light shine' and demonstrating a particular school Value. Similarly, children are entered for general hard work and effort that has been recognised by the class teacher.

Teachers, support staff and lunchtime staff may implement additional types of rewards as they see fit with the approval of the Headteacher to reinforce the behaviour they expect in their classrooms.

#### **4. Strategies for addressing inappropriate behaviour**

There is an agreed 'stepped approach' to addressing unwanted behaviour. The level of action is determined by the severity of the behaviour and assessed by the member of staff.

##### **Level 1:**

The children will be spoken to about their behaviour:

- ❖ Teachers may use 'Thinking Time' in a quiet area within the classroom to give children who are upset or angry a chance to calm down before the behaviour is discussed.
- ❖ Lunchtime staff may, if appropriate offer the children a time of reflection away from the rest of the children, either inside or out.
- ❖ Children will then be spoken to about their behaviour and given simple strategies to support them in improving it.
- ❖ Some classes may use traffic lights to monitor behaviour and children clearly understand these systems
- ❖ The incident may be logged on CPOMS (electronic monitoring system) along with details of any actions taken

##### **Level 2:**

If disruptive behaviour continues or a more serious incident has occurred, then:

- ❖ The teacher may send for the Headteacher (HT) or Assistant Headteacher (AHT) or a senior teacher to speak to the child or remove the child for some thinking time in another class.
- ❖ Lunchtime supervisors may send for the Senior Teacher on duty to speak to the child
- ❖ The child may be issued with a warning and miss part of play or lunchtime play
- ❖ The teacher will inform the parents of the concerns regarding their child's behaviour
- ❖ The incident will be logged on CPOMS along with details of any actions taken

##### **Level 3:**

If disruptive behaviour persists then the AHT/ HT or senior teacher will

- ❖ ask the parents to come into school for a meeting to inform them of the school's concerns around their child's behaviour and the next step of the child going onto a Daily Behaviour Record will be discussed.
- ❖ discussion will take place as to whether a block of ELSA (Emotional Literacy Support Assistant) sessions would benefit the child.
- ❖ The incident and subsequent actions should be logged onto CPOMS

#### **Level 4:**

If disruptive behaviour persists, the child will be placed on a Daily Behaviour Record Card (DBRC) and will report daily to a member of Senior Leadership Team (SLT). The DBRC is completed after every session and shared with parents. This should include positive actions as well as any negative.

A frequency log should also be completed to track the frequency and triggers for behaviours.

#### **Level 5:**

Repetition of disruptive or violent and aggressive behaviour may result in the involvement of the Local Authority Behaviour Support Team and could result in an exclusion following the guidelines set out by the LA.

### **5. Challenging Behaviour including Violent and Aggressive Behaviour**

#### **Understanding behaviour**

Where pupils frequently display negative behaviour, the school uses the antecedent-behaviour-consequence (ABC) analysis to determine appropriate support – this involves:

- **Antecedent (A): what happens before the behaviour occurs.**
- **Behaviour (B): the behaviour that occurs.**
- **Consequence (C): the positive or negative results of the behaviour.**

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- **What appears to be the underlying cause of the pupil's behaviour?**
- **Where and when does the pupil display this behaviour?**
- **What are the triggers of the behaviour?**
- **What acceptable behaviour can the pupil use to ensure their needs are met?**
- **What strategies can be implemented for behaviour change?**
- **How can the pupil's progress be monitored?**
- 

A Behaviour Contract is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.

Necessary staff members will be familiar with the pupil's Behaviour Contract to ensure staff are equipped to deal with instances of negative behaviour.

Pupils and their parents are involved in the development of the Behaviour Contract, and this is reviewed on a fortnightly basis by the parent, pupil and their teacher – the contract will be reviewed sooner if it is not effective.

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- **Appearing calm and using a modulated, low tone of voice**
- **Using simple, direct language**
- **Avoiding being defensive, e.g. if comments or insults are directed at the staff member**
- **Providing adequate personal space and not blocking a pupil's escape route**
- **Showing open, accepting body language, e.g. not standing with their arms crossed**
- **Reassuring the pupil and creating an outcome goal**
- **Identifying any points of agreement to build a rapport**
- **Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened**
- **Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".**

### **Intervention**

In line with the school's Positive Handling Policy, all members of staff who have been trained in positive handling have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint may be appropriate in the following situations:

- **A pupil attacks a member of staff or another pupil**
- **A pupil tries to, or does, conduct deliberate damage or vandalism to property**
- **A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects**
- **A pupil is running on a corridor in a way that may cause an accident or injury to themselves or others**
- **A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption**
- **A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit**
- **A pupil is behaving a way that is seriously compromising good order and discipline**
- **A pupil persistently refuses to obey an order to leave the classroom**

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

## **Support**

Although challenging behaviour does not necessarily mean that a pupil has SEND an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communications difficulties or mental health issues that may be contributing to the pupil's behaviour.

Where a pupil is identified as having SEMH (Social and Emotional mental health) difficulties. SEND (Special Educational Need or Disability) support will be put in place from the school's notional SEND budget

SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following three stages:

**Stage 1: Universal support** – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.

**Stage 2: Selected support** – the support and interventions delivered using the school's resources, led by the SENCO.

**Stage 3: Targeted support** – the support and interventions for pupils who have more complex and enduring SEMH needs.

Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an Educational Health Care (EHC) needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.

Where SEND is not identified, but the Headteacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place. The Behaviour support team will be informed and may complete an Early Help Assessment, if multi-agency support is necessary.

If behaviour is increasingly volatile a Pastoral Support Plan will be implemented with school staff, parents, the Behaviour Support Teacher and pupil (if appropriate) working together to inform and complete the plan.

## **6. Staff Training**

The school recognises that early intervention can prevent misbehaviour. As such, staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.

All staff will receive training on this policy as part of their new starter induction.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on a regular basis.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

Staff members are trained in the approved method of positive handling in line with the school's Positive Handling Policy.

Staff will receive training on the common symptoms of SEMH problems and what is and is not cause for concern and what to do if they think they have spotted a developing problem.

Members of SLT will receive training on how to spot when challenging or unusual behaviour may have an underlying cause that needs addressing.

Teachers and support staff, including lunchtime staff will receive regular and ongoing training as part of their development.

## **7. Monitoring and Review**

This policy will be reviewed on an annual basis by the Headteacher and members of SLT including the SENCO, who will make any necessary changes and communicate these to all members of staff.

The next scheduled review date for this policy is January 2026