

Behaviour Policy

The Gattons Infant School



Based on the model policy by West Sussex LA

Date Reviewed: Autumn 2025

Date Approved: Autumn 2025 (Staffing and Pupils)

Next review due by: Autumn 2026

At The Gattons Infant School Everybody Matters



We are a Rights Respecting School
and therefore, we uphold the principles of the UNITED NATIONS Convention on the Rights of the Child

Article 28 Children have the right to a good quality education.

Article 29 Education should help children to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.

Article 31 Children have the right to play and rest.

Our Aims:

We will cultivate an environment where children are happy and secure and enjoy learning, by:

- ensuring that everyone is treated with respect as an individual whose opinions and beliefs are valued.
- creating exciting, high quality learning environments indoors, outdoors, and in wider community.
- involving parents/carers and children in decisions about the child's learning.



provide a broad, balanced and rich curriculum, by:

- continuously striving for high standards of achievement through engaging, child-centred teaching.
- ensuring a wealth of meaningful learning experiences that meet the needs of each child.



inspire and challenge each child to achieve their full potential and in so doing lay the foundations for life-long learning,

by:

- developing our children's confidence and self-esteem.
- ensuring that our children are active, independent learners.
- encouraging our children to begin to take responsibility for themselves, their learning and their behaviour, therefore preparing them for life in a changing world.



Our Aims:

At The Gattons Infant School, we are passionate about having a therapeutic approach to behaviour, which is fully supported and encouraged by West Sussex County Council. Our aim is to promote behaviour that enables all pupils to achieve their potential and develop academically, socially, and emotionally, thereby approaching the child's development with a holistic mind-set. We have high expectations of all our pupils both in relation to their education as well as their behaviour. Staff will support this through positive learning experiences, promoting self-esteem through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies to promote **prosocial behaviours** and consequences to teach children that some behaviours are not acceptable. The Rights Respecting Rainbow underpins everything we do at school where we encourage our pupils to be caring, supportive and demonstrate our values at all times.

The management of bullying, racism and any other forms of discriminatory behaviour also sit within this policy. Please cross reference with the Child Protection Policy and the Equality Policy.

All adults, including visitors and parents, are expected to behave appropriately when on the school site. Adults are to be seen as role models for the pupils. Under the Equality Act 2010 schools are required to make reasonable adjustments for pupils who have Special Educational Needs or a disability. Knowledge and understanding of safeguarding matters will also be taken into account.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

At The Gattons we want all children to be Ready, Respectful and Safe at all times.



We have the right to...	We have the responsibility to...
learn	do our best and help others to do their best
be safe and cared for	look after ourselves and others
be treated fairly	treat others in the same way
a clean and tidy environment	be good caretakers
expect people to listen to us	listen to others
play	play well

The Rights Respecting Rainbow is designed to make it clear to the children how they can achieve acceptable standards of behaviour in all aspects of their school and home life. The rights and responsibilities should be displayed within the classroom and should be consistently applied and reinforced. To ensure that children are taught and learn the rights and how to respect them, they will be embedded in the curriculum and through discreet lessons which fosters and promotes positive behaviour.

Pupils are expected to be Ready, Respectful and Safe at all times. This may include:

Classroom	Corridors & outside	With other people
<ul style="list-style-type: none"> Tuck chairs under their tables every time they leave their seat and move from table to carpet quickly and quietly. Sit on chairs and the floor and not on tables. Most children should be able to cross their legs. Face forward or "track teacher when learning on the carpet" (seating may have to be adjusted to suit needs of a child- e.g. on a chair or allowing children to sit with leg stretched out). Wear their uniform with pride, not tying a jumper around their waist and shirts tucked in or out (not half in/out). Complete all class work in the manner required. Keep all four legs of the chair on the floor (no swinging) (this may be challenging for certain SEND groups such as ASD/attachment/trauma/ADHD and adaption is made accordingly). Show respect for the working environment keeping their work space organised and clutter free. Take prompt visits to the toilet and not during carpet time. Children answer register with "Good Morning...." 	<ul style="list-style-type: none"> Move quietly and sensibly about the school, never running or shouting. Hold doors open for others and let adults through first. Keep the cloakroom tidy and ensure bags, lunchboxes are stored safely. Keep the school tidy by using bins properly including picking up all things from the floor even if they are not responsible for them. Respect their rights and responsibilities on the Rights Respecting Rainbow. Line up with voices away. Not throw things except when playing with balls or beanbags. Keep everyone safe which means no hitting, kicking or hurting other children/adults on purpose. Stop when the whistle blows on the first whistle then line up on the second whistle. Come in from playtime and be ready to learn. 	<ul style="list-style-type: none"> Speak politely to everyone (saying please and thankyou), using a quiet voice. Greet, welcome and smile at all adults and other children as you pass them in the corridor or on school grounds. Follow instructions given by the adult. Show respect for the opinions and beliefs of others. If asking or answering a question, put hand up (no shouting out) or follow teacher's direction on how to answer. Listen to someone who is speaking, looking at them. (this may be challenging for certain SEND groups such as ASD/attachment/trauma/ADHD and adaption is made accordingly). When out of school, whether walking locally or with a school group, we expect that children should be aware that the school's reputation depends on the way they behave. Listen to an adult when an adult has asked for their attention. All children must stop and listen when asked. Do not start talking if all children are not listening. Join in with Talk partners or respond to other ways of sharing answers with their

<ul style="list-style-type: none"> Only drink water where the water bottles are kept and when adults direct the children to do so (i.e. not during learning unless there is a medical reason to do so). 	<ul style="list-style-type: none"> Hang coats up quickly and quietly. Keep our school tidy by remembering "Choose it, use it, put it back." Put it back is key so that they learn not to put it anywhere. Keep hands to themselves at lunch time. No high fives when eating lunch/holding doors. Put toilet paper in the toilet - keep cubicles clean. Shut the door when using the toilet. Wash wands / flush toilets. 	adults (arm waves or lolly sticks) and not put their hands up.
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Staff are also expected to be Ready, Respectful and Safe at all times. This may include:

Classroom	Corridors & outside	With children and parents
<ul style="list-style-type: none"> Display the Rights Respecting Rainbows in every classroom. Teach expected behaviour and routines in the same way the curriculum is taught and model practice reinforcing again and again! Create a swift and purposeful start to lessons. Deliver a suitably planned and structured lesson which meets all individual needs. Show respect for the working environment, keeping the classroom organised and clutter free. Look smart and professional. Promote and reinforce positive behaviour in the classroom. Follow the rights and responsibilities on our Rights Respecting Rainbow. Model our vision and aims in order that we are exceptional at all times. We expect positive habits and behaviour will be shown by all. Everyone to get the children's attention by using the whole school "HANDS ON TOP" (put hands on head) "Everybody stop" fold arms. Children must 	<ul style="list-style-type: none"> Establish the norms in and around the school with all children so everyone knows what to expect. Reinforce clear expectations of behaviour. Manage the cloakrooms areas and reinforce expectations for shared areas in school. Deal with incidents of inappropriate behaviour by following the school's procedures. 	<ul style="list-style-type: none"> Expect nothing less than high standards and expect the best with no lost learning time Praise at every opportunity, immerse them in a school where good conduct is seen, recognised and expected. Greet and welcome all pupils individually at the door on arrival and collectively after lunch. Contact parents with positive messages about children's

<p>not say it back. Individual class ones can be used too as long as they know the whole school approach.</p> <ul style="list-style-type: none"> There will be no punishment. We are not a school who believes that punitive punishment works as a lot of research shows. Consequences will be using relational practices which help re-enforce their relationship with the child and help them to learn. Will ensure children are rewarded with Rainbow points for their class. 	<ul style="list-style-type: none"> Staff to escort children to cloakrooms where needed (Blackbirds and Nightingales especially). Use conflict resolution strategies when helping children to solve their disputes. 	<p>behaviour where it is above and beyond.</p> <ul style="list-style-type: none"> Contact parents as soon as concerns arise about a child's behaviour. Speak politely to everyone else, using a calm voice. (shouting should be avoided unless a member of the school community is in danger).
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Parents and guardians are expected to be Ready, Respectful and safe at all times.

We ask parents most importantly: support, understand and uphold our policy.

Teaching children to take responsibility within established rules they understand is important. It helps them feel safe and grow up to be a prosocial and well-rounded individuals with positive self-esteem. It prepares them for life beyond school. We ask parents to enforce the necessary rules and limits alongside the school in a firm but gentle manner. Your children will thank you for it.

With your children	With staff
<ul style="list-style-type: none"> Send children to school on time and maintain good attendance of at least 97%. Provide children with full school PE kit and send them to school wearing it on PE days. Send children to school in full agreed school uniform. Ensure pupils come to school correctly equipped and prepared to learn. Speak to your child about their behaviour and actions and try to understand what they are trying to communicate. Establish healthy routines, limits and boundaries at home to ensure they are prepared for school each day. Encourage and support children to complete home learning expectations. Follow and model the rights and responsibilities on our Rights Respecting Rainbow. 	<ul style="list-style-type: none"> Work in partnership with staff to ensure positive behaviour is developed. Inform staff of any concerns or issues that impact on their well-being. Respond to concerns raised by members of staff. Trust us, as a school community, sometimes messages may be difficult to hear but please remember that we want the very best for your child. Talk to us about your child's behaviour and understand that all children make mistakes and push the boundaries from time to time. We are not judging you. We expect adults in the school to conduct themselves appropriately as role models for the children. Please speak respectfully and politely at all times. The School and the Local Authority consider any threatening, abusive or violent behaviour to be a very serious matter. This type of behaviour causes extreme distress to all concerned and it is not acceptable.

	<ul style="list-style-type: none"> • Aggressive and threatening behaviour will not be tolerated on school premises. Permission to be on School premises can be withdrawn. • Do not discuss school matters on what's app groups or social media - please come and talk to us. • Do not use phones when dropping and picking up children from school. • Please don't talk negatively about your child in front of them. • Please talk to us after school or by email if you have concerns rather than at the door in the morning, unless it is urgent.
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Prior to admission all parents are given a copy of the school leaflet: "Starting School at The Gattons: Information for Parents," which contains a summary of this policy for parents. On admission all parents are asked to sign the Home- School Agreement which includes statements about behaviour and our Rights Respecting Rainbow.

By sending your child to our school you are agreeing with our Behaviour Policy. It is therefore an expectation that you work with us on our approaches.

WHAT IS PROSOCIAL BEHAVIOUR?

Prosocial behaviours are any actions which benefit the individual and others around them. For example:

- Positive relationships and interaction with peers and adults e.g. tone of voice and body language.
- Acknowledgment of own feelings, using positive language e.g. 'I need help,' 'I'm finding this tricky,' 'I felt cross when I got that wrong.'
- Identifying, understanding and accepting mistakes as learning opportunities and using a growth mind-set to persevere and challenge themselves to complete the task.
- Identifying, reflecting and repairing antisocial behaviour choices.
- Respecting the right of themselves and others learning their responsibility to ensure their behaviour choices don't negatively impact upon this. Prosocial behaviour acts as a strong motivator in education, for it provides pupils with a purpose beyond themselves and the classroom. This allows the individual to become part of something bigger than themselves.

When prosocial behaviours are not demonstrated and reinforced, pupils can struggle to make connections with others, which can subsequently lead to a disconnection which can negatively impact a child's learning, motivation and attitude towards themselves, others and their education.

Prosocial behaviours should be developed and highlighted by all members of school staff.

UNSOCIAL BEHAVIOURS*

How do we define unsocial behaviour?

These behaviours are not prosocial but do not negatively impact upon others. Examples of these behaviours can be found on the chart below.

ANTISOCIAL BEHAVIOURS*

How do we define antisocial behaviour?

These are usually difficult or unsafe behaviours that negatively impact upon other people. Pupils displaying these behaviours are not exercising self-regulation and accommodation to the needs of others. Class staff can also manage these behaviours but must report them to SLT. Examples of these behaviours can be found on the chart below.

How do we respond to prosocial behaviour?

Staff will	Staff will not	Staff may
<p>Name and describe the prosocial behaviour.</p> <p>Provide verbal praise with open/enthusiastic/positive body language.</p> <p>Where relevant share achievements with a familiar/valued adult or peer. Normally this will be an adult whom the child has a close relationship with.</p> <p>Share prosocial/positive experiences with parents /carers during incidental conversations and /or within a Parents Evening appointment.</p> <p>In order to establish and celebrate pro-social behaviour more overtly, each week class teachers will focus on a weekly theme related to the rights and responsibilities. Each time an adult in the class sees a child who</p>	<p>Provide extrinsic /external rewards such as individual stickers, reward charts or prizes unless it is a child's behaviour plan.</p> <p>Assign the demonstrated prosocial behaviour to the generic profile of the pupil e.g. "You always complete your work carefully."</p> <p>Assign a positive character description following evidence of prosocial behaviour e.g. "I like the way you"</p>	<p>Provide pupils with a postcard awarded in private to highlight longer term success such as the development of personal attributes.</p> <p>Share work with parents outside of Parents Evenings.</p> <p>Provide a pat on the back, a handshake, a high five, a smile.</p> <p>Reward with a classroom responsibility e.g. collecting the register, handing out equipment.</p> <p>Invite the head or deputy head (or any other adult) to visit the classroom to share praise.</p> <p>Have a sharing table in the classroom where children can bring in certificates, rewards, special work or pictures from home and place them on the table for the adults to look at discreetly.</p>

<p>behaves in the way that meets the focus the child or adult can give the class a rainbow point.</p> <p>At the end of the week there will be a Rainbow Assembly where the rights and responsibilities will be celebrated and the house with the most Rainbow Points will get 10 mins extra play.</p> <p>Staff need to make it clear to the children that they know they have contributed to the points as a class.</p> <p>SLT will be highly visible throughout the school day to promote these behaviours.</p>		<p>Use the same target for the rainbow for longer than a week.</p>
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Stages of Behaviour -

All the above consequences are put in place at the discretion of the Headteacher and the context. The child's needs will be fully taken into account when sanctions are applied.

	Possible Consequences.	Scripts for staff to use.	Staff Will:
Stage 1 Low level behaviour. Most low-level negative behaviours will be managed by classroom staff.	<p>Quiet reminder.</p> <p>Non-verbal signals (e.g. eye contact, pointing).</p> <p>Change of seating - e.g. next to an LSA.</p> <p>Limited choices.</p> <p>Use a timer to reset.</p>	<p>Often praising good behaviour (e.g. 'Thank you to all of you who are walking sensibly.') has a positive effect on those not behaving.</p> <p>Verbal warning to deliver expectation. "Sit on your chair, thank you".</p> <p>Consequence "consequence teaches us what we should do next time."</p> <p>"I will talk to you when it is...and we will practice...."</p>	<p>Refer to OAIP.</p> <p>Use the restorative conversation folder.</p> <p>Provide explicit instructions/directions so that pupils are clear about the expectations.</p> <p>Give reminders about the right thing to do.</p> <p>Draw attention to prosocial learners e.g. "I can see ** is ready for learning as his hands are in his lap and he is looking at me."</p> <p>Remain calm and positive.</p> <p>We always criticise the behaviour and not the child. We then look for an opportunity to praise the child for some good behaviour.</p> <p>Give a quick verbal instruction/reminder directly to the child by calling their name.</p> <p>Talk to the pupil in more detail once an input/teaching point is complete.</p> <p>Where do we record this behaviour? Individual pupils should be discussed with the Year Group Leader if a low-level behaviour for an individual pupil becomes persistent. A record of this can then be made on CPOMS with actions suggested then monitored. Parents should also be made aware of persistent low-level behaviour and any actions/support that is in place for the child.</p>

	Possible Consequences.	Scripts for staff to use.	Staff Will:
Stage 2. Unsocial Behaviour. Most unsocial behaviours will be managed by classroom staff but need to be recorded on CPOMS for the attention of SLT. If the behaviour becomes persistent then teachers will need to reflect on why this might be and refer to the OAIP for classroom strategies to support that child's needs or speak to SLT.	<p>Consequences will depend on the child.</p> <p>Sent to another classroom to reset.</p> <p>Continue to use behaviour plans where appropriate.</p> <p>Go through the restorative conversation folder to determine consequences.</p> <ul style="list-style-type: none"> • A repair session which is restorative and aims to repair damage to relationships to understand impact of actions on others. <p>Removal from classroom or playground as a protective consequence.</p>	<p>Provide clear instructions and expectations regarding prosocial behaviour.</p> <p>"Sit on the chair, thank you."</p> <p>Where-ever possible a child must not be removed from the classroom for their behaviour. They can be sent on errands, or go for a walk/break. Only when it is a protective consequence can they be removed.</p> <p>" NAME...You are going to spend time in because you have not been making the right choices. When you are ready to respect the right to I would love to have you back and you will be very welcome."</p> <p>De-escalation script followed by any adults involved: i.e.</p> <ul style="list-style-type: none"> • Child's name I can see something has happened. • I am here to help. • Talk and I will listen. • Come with me and.... <p>Child to be encouraged to a safe and calm space when ready to.</p>	<p>Inform parents of stage 2 behaviours.</p> <p>Seek advice from SENCo and SLT where applicable.</p> <p>Not force all pupils to behave in the same way if beyond current capacity i.e. If a pupil cannot physically cross their legs they should be allowed to sit with their legs stretched out.</p> <p>Create an individual plan in liaison with the SENDCo e.g. Individual Support Plan or Behaviour Plan.</p> <p>Consider if support from external agencies is appropriate.</p> <p>Where do we record this behaviour? on CPOMS.</p> <p>Use the restorative conversation folder.</p>

	Possible Consequences.	Scripts for staff to use.	Staff Will:
Stage 3. Anti-social Behaviour.	<p>As above and....</p> <p>Sent to another teacher, (if you are aware a child has trauma/attachment disorder then the child must not be sent to another classroom, but taken on a walk instead).</p> <p>Loss of playtimes and or lunchtime breaks.</p>	<ol style="list-style-type: none"> 1. De-escalation script followed by any adults involved: i.e. <ul style="list-style-type: none"> • Child's name I can see something has happened. • I am here to help. • Talk and I will listen. • Come with me and.... 2. Child to be encouraged to a safe and calm space when ready to. 3. Incident to be investigated and all involved to be listened to by identified member of staff 4. Discussion about the antisocial behaviour and the subsequent protective and/or educational consequences (debrief). 	<p>Telephone call to inform parents/carers.</p> <p>Seek advice from SENCo and SLT.</p> <p>Individual Behaviour plan will be created and shared with parents.</p> <p>Support from external support may be sought (e.g. LBAT).</p> <p>Where do we record this behaviour? On CPOMS.</p> <p>Use the restorative conversation folder.</p>

	Possible Consequences.	Scripts for staff to use.	Staff Will:
Stage 4. Anti-social Behaviour.	<p>As above and....</p> <p>Sent to another teacher, Headteacher or Deputy Head.</p>	<p>De-escalation script followed by any adults involved: i.e.</p> <ul style="list-style-type: none"> • Child's name I can see 	<p>Remain calm.</p> <p>Give a calm space for the child to de-escalate.</p> <p>Keep other members of staff and the pupils safe.</p>

	<p>Loss of playtimes and or lunchtime breaks for restorative/educational consequences.</p> <p>Headteacher informed.</p> <p>Meeting with parents.</p> <p>Consider risk assessment on school and /or trips outside school - invite parent to attend.</p> <p>Internal exclusion from lesson/s in another class within the year group.</p> <p>Physical removal from the classroom is a serious consequence and should only be used once other strategies in the classroom have been attempted. Staff may use reasonable force to remove the</p>	<p>something has happened.</p> <ul style="list-style-type: none"> • I am here to help. • Talk and I will listen. • Come with me and.... <p>Child to be encouraged to a safe and calm space when ready to.</p> <p>Choices "You have not made the right choice now there's going to be a consequence".</p> <p>Consequence "A consequence teaches us what we should do next time."</p>	<p>Call for the support of a member of staff. Taken out SLT.</p> <p>Use a child with an "adult help needed" card to call upon a Year Group Leader or use the walkie talkies to call upon a member of staff.</p> <p>Remove self to a safe distance away from harm.</p> <p>Apply planned or known strategies to attempt to divert attention, distract and or de-escalate.</p> <p>Make use of the de-escalation script.</p> <p>Follow the given steps and the scripted language within the pupil's Therapeutic Plan.</p> <p>Step out of the situation if you get overwhelmed.</p> <p>Limit verbal commands and the number of words used within these verbal commands if verbal input is no longer being heard by the pupil.</p> <p>Debrief the other members of staff and the pupils. Arrange a time within your year group so that you can be freed to have a debrief. E.g. another teacher to read a story to two classes or go out to play. Ensure that you are feeling "neutral" before resuming with your activities.</p> <p>Take part in own debrief with a member of SLT.</p> <p>Take time to de-escalate, calm down yourself if you have been involved in dealing with antisocial behaviour.</p> <p>Remove other pupils from the area.</p> <p>Fair Access contacted.</p>
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	<p>child from the classroom if the child refuses to go* Parents must be informed the same day.</p> <p>Work to complete at home.</p>		<p>Telephone call to inform parents/carers.</p> <p>Seek advice from SENCo and SLT.</p> <p>Individual Behaviour plan will be created and shared with parents.</p> <p>Support from external support may be sought (e.g. LBAT).</p> <p>Where do we record this behaviour? On CPOMS.</p> <p>Use the restorative conversation folder.</p>
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*Removal should only be used to 1) maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption; 2) to enable disruptive pupils to be taken to a place where the education can be continued in a managed environment; 3) to allow the pupil to regain calm in a safe space. This is separate from being taken out of the classroom to regulate their emotions and taken to the Jungle Room or similar. If a serious incident occurred (aggression, defiance or abusive language) the above scale of sanctions may be bypassed and the Headteacher involved immediately to decide an appropriate course of action. The parents would be involved as soon as possible.

Whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary.

	Possible Consequences.	Scripts for staff to use.	Staff Will:
Stage 5. Anti-social behaviour.	<p>Exclusion for morning or afternoon to include a lunchtime - fixed period in another year group class.</p> <p>Exclusion for a fixed term.</p> <p>Please note, these exclusions are not to show to the child that they have been "naughty" but an indication that as a school, we cannot</p>	<p>On exclusion: You were..... which is not respecting people's right to..... Therefore, we cannot keep others/you safe in the school whilst you are here. We would like you to come back so that you can show us that you can keep yourself/others safe."</p> <p>Upon return:</p>	<p>Ensure that there is a return to school meeting with parents, child and head.</p> <p>A formal letter will be sent to parents detailing the fixed term exclusion expectations.</p> <p>Take in to consideration the child's needs, the needs or wellbeing of the other children and staff when making the decision to exclude.</p> <p>Use the restorative conversation folder.</p>

	<p>meet the child's needs despite best endeavours.</p>	<p>"It is lovely to have you back with us. You were asked to stay at home because..... I think you are ready to show us that.....I shall check in with you throughout the day."</p>	
Stage 6. Anti-social behaviour.	<p>Governor disciplinary sub-committee convened.</p> <p>Permanent exclusion from school considered.</p> <p>Please note, these exclusions are not to show to the child that they have been "naughty" but an indication that as a school, we cannot meet the child's needs despite best endeavours.</p>		

Managing the low-level behaviour - In more detail.

1st Incident - Verbal Reminder referring to the rules and clearly identifying which has not been met. This may make the difference between escalation and the child getting back to work.

No consequences for this.

I notice that you are..... (explain what it is...e.g. having trouble getting started) Which is not respecting the right to..... You have chosen to..... Do you remember last week when you (identify a positive behaviour) and that is who/ what I need to see today. Thank you for listening.

Consequences.

If the behaviour continues we expect staff to see a behaviour, see the child, and gauge the context and act using professional judgement. Adults will be curious not furious about the behaviour and what the child is trying to communicate. Based on their knowledge of the child adults will use their understanding of the child, the behaviour and what is being communicated to select the most appropriate consequence. Staff will work out the function of the behaviour (see Appendix) and may complete analysis maps to further any planning and to inform consequences.

Supportive discussions will always be a feature of this in order for the child and adult to understand the specific difficulties and to empower the child to engage in the problem-solving process so that they come up with a solution for themselves. This will enable longer term changes to behaviour. This discussion needs to take place with the adult involved. This could involve:

- Third person role play to understand peer or adult feelings.
- Social stories/comic strips.
- Behaviour related research to understand how and why actions have affected others (staff).
- Restorative meetings with the child and parent or carer.
- Completing or redoing tasks to the expected standard for the child.
- Modelling prosocial behaviours to younger peers.
- For more information, please see the 'Consequences Document,' in the appendices.

At the start of each lesson the child should know it is a fresh start.

PROTECTIVE CONSEQUENCES:

These are actions taken by staff to ensure all pupils and adults feel safe in the school environment.

These may include, but are not exhaustive of:

- An increased staff ratio where applicable.
- Limited access to outside space.
- Specific staff support given at break and lunchtimes.
- Differentiated teaching space or learning.
- Work requiring completion to be sent home and supported by parents or carers.
- Adaptation of access to school trip, residential or extra-curricular activity.
- Calm room or space created for the child.

DIFFERENTIATED RESPONSE.

Some children in Reception (and other children) may need a more visual approach to understanding and adopting expected pro-social behaviours. It may be that they will need to use a zones board where they all start the day on the colour green and their names will be moved up to silver or gold for pro-social behaviour or to orange or red for anti-social behaviour. Teachers will decide if this system needs to be used but on the understanding that it will be phased out as soon as possible.

We also appreciate that as an infant school, the children are still very young and learning a lot about social interactions. Just with academic learning, some children take longer to learn prosocial behaviours. This may be age appropriate or that certain children have certain needs such as Autistic Spectrum Disorder (ASD) which can make it difficult for them to learn and understand prosocial behaviours. We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the prosocial behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically. To predict and prevent escalation of difficult or dangerous behaviour, we undertake a range of therapeutic behaviour strategies to help support the individual child to display prosocial behaviours. In some circumstances and where appropriate we may arrange for the child to have further support in school through a therapeutic intervention, such as Learning Mentor Sessions or Sand Play.

It may be necessary to seek guidance from specialised educational agencies to formalise strategies that differentiate from policy. These may include a Behaviour Support Plan or a reduced timetable. External agencies might include:

- West Sussex Learning and Behaviour Advisory Team (LBAT).
- An Educational Psychologist (EP).
- A member of the Child and Adult Mental Health Team (CAMHS).
- Primary Mental Health Advisor.
- Autism and Social Communication Team (ASCT).

If a child has SEND staff will need to consider preventative measures in addressing these behaviours such as short, planned movement breaks, adjusting seating plans, adjusting uniform requirements. These will normally be mentioned in any Individual Learning Plans or EHCPs. Where a pupil's SEND has contributed to anti-social behaviours SLT will consider what consequence will be is appropriate and lawful to issue to the pupil (especially with regards to Exclusions). In considering this SLT will refer to the Equality Act 2010 to ascertain whether

the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

Where a child is at risk of exclusion, their Individual Therapeutic Plan will outline behaviours (prosocial, difficult and dangerous) and specific responses will be put in place. This may include responses in addition to, or differentiated from this policy in order to support the specific needs of the child. Behaviour analysis tools will be used to inform the plan (e.g. conscious and subconscious behaviours checklist, Therapeutic Tree, anxiety mapping - see appendices).

EXCLUSIONS.

Within a therapeutic framework, we use permanent exclusion when we no longer have the resources to keep the pupil safe and/or other pupils and staff within the school safe from significant harm from persistent difficult and dangerous behaviour despite all of our best efforts. The current Department for Education (DfE) guidance includes the following key points in relation to exclusion:

- Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds.
- A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.
- A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.
- The behaviour of a pupil outside school can be considered grounds for an exclusion.
- Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful; rational; reasonable; fair; and proportionate. Please see the DfE document: Exclusion from maintained schools, academies and pupil referral units in England (September 2017).
- Please consult our Exclusion Policy for further details.

Teachers can discipline pupils for misbehaving outside of the school premises, "to such an extent as is reasonable," as prescribed by Department for Education Guidance. This means that under the Behaviour Policy teachers may discipline pupils for misbehaviour when the child is:

- Being educated off site.
- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a child at the school.

Staff may also discipline pupils for persistent antisocial behaviour at any time, whether or not the conditions above apply, when their behaviour could:

- Have repercussions for the orderly running of the school; or
- Poses a threat to themselves, another pupil, member of staff or member of the public; or
- Adversely affect the reputation of the school.

The Headteacher may decide whether to exclude a child for a fixed term or permanently in line with the school's Behaviour Policy taking into account all the circumstances, the evidence available, the needs of the children and the need to balance the interest of the pupil against those of the whole school community. The SENDCO may get in touch with Alternative Provision and Fair Access when a child is faced with exclusion so

that other strategies or systems (such as a part-time time table) can be discussed. Following an exclusion the child will be re-introduced to the behaviour systems, rules and routines.

POSITIVE PHYSICAL INTERVENTION.

Staff will use positive physical intervention to support pupils in the following ways:

- Open hands/arms to guide a pupil to a safe area.
- To give recognition, praise and re-focus to pupils such as: a high five, a tap on the shoulder.
- To reassure a child if they are upset e.g. sitting close next to the child, a supportive hug. Staff will not allow pupils to sit on their laps. (See Touch Policy).
- Hand over hand activities, which allows staff to model and support a pupil using a range of resources and equipment e.g. scissors, PE equipment.
- Moving, handling and self-care e.g. toileting.

Some pupils will have Individual Care Plans where procedures are clearly highlighted. This list is not exhaustive and will depend on what is appropriate for the child.

RESTRICTIVE PHYSICAL INTERVENTION.

Members of staff will take steps in advance to avoid the need for restrictive physical intervention at all times. The use of restrictive physical interventions is only appropriate in the following circumstances:

- To prevent a child from injuring self or others.
- To prevent or stop a child from causing serious damage to property.
- To prevent a child from committing a criminal offence. Please refer to the Positive Handling Policy.
- To prevent constant disruption at the detriment of others.

By law, all staff are allowed to use reasonable force on children who are at risk hurting others, themselves and constant disruption, but where possible, staff who are Team Teach trained will be called upon to use such intervention. When restrictive physical intervention is used it must be documented on CPOMS. All incidents must be relayed to the parents by the end of the school day.

Always ask yourself "Is it reasonable, proportionate and necessary?"

RACIST BEHAVIOUR.

The pupils will be taught that racism is unacceptable and will not be tolerated. Staff at our school will treat racist behaviour with the utmost seriousness.

What is a racist incident? ".... any incident which is perceived to be racist by the victim or any other person." (The Macpherson Report).

"The purpose of this definition is not to prejudge the question of whether a perpetrator's motive was racist or not... (but) rather to ensure that investigations take full account of the possibility of a racist dimension to the incident" (Home Office Code of Practice).

Aims:

- To educate children that racism is unacceptable and will not be tolerated.

- To ensure that all children learn with confidence in an environment that is free from racism, stereotyping and racist bullying.
- To ensure that all children have the opportunity to develop academically and personally.

Examples of racist incidents:

- Name calling.
- Verbal abuse and threats.
- Graffiti.
- Wearing racist badges.
- Racist comments.
- Ridicule of others' cultural differences.
- Bringing racist material into school.
- Physical assault which is racially motivated.
- Damage which is racially motivated.
- Incitement to others to behave in a racist way.
- Refusal to co-operate with others because of their ethnic origin.

Procedures:

- The Headteacher is responsible for implementing and monitoring school policy.
- Allegations will be treated seriously and investigated fully. Accurate records will be kept.
- Support will be given to the victim.
- If the allegation is corroborated the perpetrator will be dealt with through consequences following this policy.
- Parents/guardians/carers will be informed and advised of action taken.
- Staff, governors, parents and pupils will be informed re this policy and its procedures.
- Parental complaints regarding racist incidents will be treated seriously and investigated in the manner in which any parental complaint is managed. If the parent is not satisfied then they will be able to take their complaint to higher levels (Headteacher, Governing Board or Local Authority).

BULLYING.

Again, the age of our children and any special educational needs need to be taken into account when addressing bullying.

Bullying is the gaining of dominance through the conscious act of hurting, threatening or frightening others. It usually forms a pattern of behaviour. It has three things in common:

- It is deliberately hurtful behaviour.
- It is repeated often over a period of time.
- It is difficult for those being bullied to defend themselves.

Kidscape suggest a range of behaviours that constitute bullying:

- Physical - pushing, kicking, hitting punching, any form of violence, threats.
- Verbal - name calling, sarcasm, spreading rumours, persistent teasing.
- Emotional - tormenting, threatening ridicule, humiliation, exclusion from groups or activities.
- Racist - racial taunts, graffiti, gestures.

- Sexual - unwanted physical contact*, abusive comment.
- Cyberbullying - the use of Information Communications Technology (ICT), particularly mobile phones and the internet, to upset someone else deliberately.

Aims:

- To ensure the health safety and wellbeing of pupils.
- To ensure acceptable levels of behaviour.
- To promote relationships within school that are based on respect and tolerance.
- To ensure that no individual is denied access to the school or the curriculum because of bullying.

*This includes child on child abuse. Where incidents like this occur the safe guard leads will use the West Sussex Continuum of Need to determine next steps.

PREVENTATIVE STEPS FOR RACISM AND BULLYING:

- The school will promote a caring and supportive ethos.
- Reported incidents will be investigated.
- Parents will be informed.
- Alleged perpetrators and victims will be interviewed separately initially. Some reflective and/or restorative strategies may involve both sides together.
- Efforts will be made to identify why a pupil has been bullied or experienced racism, then strategies can be implemented to prevent reoccurrence.
- Witness information will be obtained.
- A written record will be kept of the incident, investigation and outcomes.
- Appropriate staff will be informed about incidents.
- Training will be provided for all staff re the prevention of racism, bullying and dealing with incidents.
- Training will be provided for all staff re the vulnerability of children with SEND with regards to peer-on-peer abuse.
- Support will be available for both the victim and perpetrator.
- The development of effective relationships will be promoted through PSHCE, British Values, Collective Worship and Rainbow Time.
- Pupils must know who to go to in order to report any bullying or racial incidents and be reassured that they will be treated seriously.
- All pupils must know that racism and bullying are unacceptable and will not be tolerated.

The Designated Safeguarding Lead (DSL) will be informed of any reports of peer-on-peer abuse. This may take different forms including physical abuse, bullying (including cyberbullying), sexual violence, sexual harassment, sexting, initiation/hazing type violence and rituals. The Designated Safeguarding Lead will manage the investigation and take the necessary action, for more information on allegations of peer-on-peer abuse please cross reference with the school's Child Protection Policy and the DfE Keeping Children Safe in Education 2022 (KCSIE 2022) document.

Monitoring:

Monitoring of individual incidents will help to identify any possible patterns. Account will be taken of:

- who was involved (or alleged to be involved).
- where and when it happened.
- what happened.

- what action was taken.
- how it was followed up.

The central underpinning principle is that all members of the school community will build effective relationships with each other that are based on mutual respect, consideration and tolerance. All adults (staff, Governors, visitors and parents) will operate as role models for the pupils.

RECORDING AND REPORTING INCIDENTS OF RACISM OR BULLYING.

All incidents of racial and other discriminatory/ hate incidents must be recorded and reported on CPOMS including notes on action to be taken and who is to be informed. It is vital that such incidents are recorded in order that there is a method for noting the pattern and frequency of incidents. This data and any resulting actions are reported termly to the Governing Board.

APPENDIX.

Functions of Behaviour.

The following could be reasons as to why the child is behaving the way they are:

Sensory.

- Provides input to one or more of the senses.
- Behaviour likely to happen in different situations, even if there is minimal interaction and engagement on offer.

Escape or avoidance.

The demand may be verbal, physical, or related to proximity or environment.

- Escape: When trapped with antisocial feelings already in the situation.
- Avoidance: When predicting antisocial feelings Behaviour happens when being asked to do something.

Attention.

- Can be verbal, physical, social or related to proximity.
- Can be positive or negative attention.

Tangible.

Behaviour occurs as a way of gaining access to a person, item, activity, feeling etc.

Therapeutic Tree

Name	
Supporting Staff	
Date	
Review Date	



Anti-social / difficult / dangerous
Behaviours

Pro- social behaviours

Anti-social / negative feelings

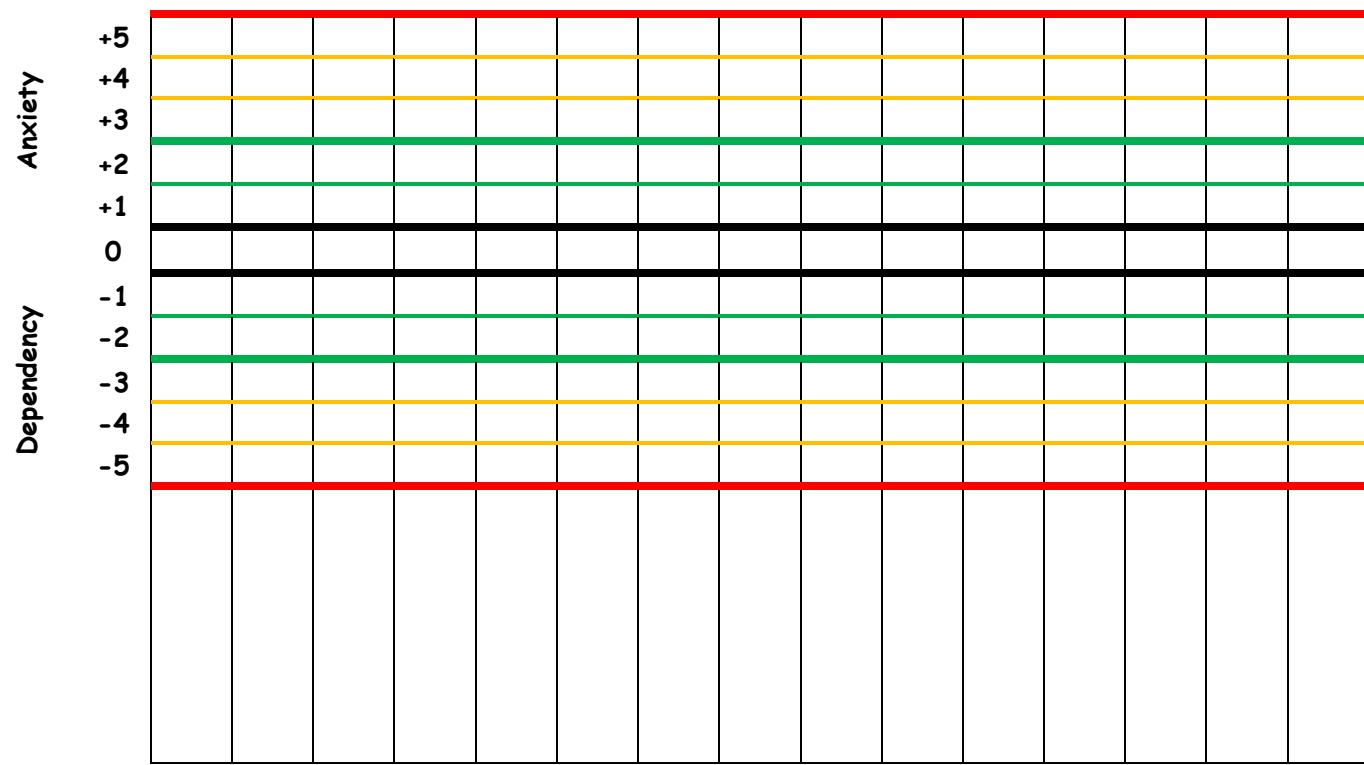
DEFAULT

Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences





Examples of behaviour:

Stage 1 - Low level

Calling out.
Touching other pupils.
Moving from the learning space.
Distracting other children.
Fiddling with furniture or objects.
Refusal to complete work.
Work not completed to the standard expected for this pupil.
Touching things as they walk by e.g. displays, radiators, book shelves etc.
Completing tasks at an inappropriate time e.g. taking jumper off or walking to collect water bottle/tissue during an input (please bear in mind the age of the child).
Scribbling on other children's work.
Refusal to move.
Sitting on tables.
Swinging on chairs.
Interrupting/calling out.
Losing concentration on the carpet.
Running inside the school building.
Ignoring instructions.
Silly noises.
Pushing in the line.

Stage 2 - Unsocial Behaviour.

Persistent stage 1 behaviour and:

Sitting away from the group.
Answering back or parroting what has just been said.
Persistent refusal.
Persistent calling out.
Walking out of the classroom.
Use of inappropriate language or gestures.
Chewing resources or equipment.
Tapping resources or equipment.
Running along the corridor.
Touching others as a means of instigating communication.
Spreading learning resources or exercise books into the space of another i.e. encroaching on their table space.
Moving into the personal space of another (no awareness of personal space).
Answering a question posed by an adult out loud (no awareness of others).
Persistent stage 1 behaviour.
Rudeness.
Inappropriate remark to another pupil.
Minor challenge to authority.
Damaging school's /pupil's property.
Harmful or offensive name calling.

Spitting.
Swearing.
Hitting another child during play.

Stage 3 - Anti-Social Behaviour.

Persistent stage 2 behaviour.
Persistent swearing.
Physically harming another person e.g. biting.
Continued challenge to authority.
Stealing e.g. from a bookbag.
Repeated refusal to do set task.
Highly offensive remarks to other children.
Throwing or moving items which could cause harm to others.
Upskirting.
Persistently making loud noises which disrupts lessons.
Exposing of genitals.
Directing items towards others - throwing, flipping etc.
Physical assaults on others - kicking, hitting, biting, scratching etc.
Inappropriate language directed towards others.
Restricting the movement or freedom of others e.g. invading personal space in an intimidating way.
Damaging property or equipment which does not belong to them. Antisocial behaviours should be managed in collaboration with a member of the Senior Leadership Team (SLT).

Stage 4 - Anti-social Behaviour.

Persistent stage 3 behaviour.
Bullying.
Fighting.
Racist comments.
Violence.
Serious challenges to authority.

Stage 5 - Anti-social Behaviour.

Persistent stage 4 behaviour.
Persistent verbal abuse to a staff member.
Physical abuse towards a staff member.
Serious physical assault on another pupil.

Stage 6 - Anti-social Behaviour.

Persistent stage 5 behaviour.