

Behaviour Policy

Village Infants School



Approved by:	Governing Board	Date: 23/10/25
Last reviewed on:	October 2025	
Next review due by:	Oct 2026	

Rationale - Developing Positive Behaviour

At Village Infants School we always strive to welcome, value and nurture every child in our care regardless of gender, faith, ethnic origin or ability. Each child has the right to be given every opportunity to reach his/her potential in a safe and happy environment. We are a hard-working school and we expect high standards from our pupils in terms of work and behaviour.

The Aims

1. To maintain a safe, secure and stimulating environment which supports active learning and pupil independence
2. To support pupil self-awareness using **Emotional Regulation Strategies** [Village Infants Children refer to these as **Feeling Zones**]
3. To provide pupils with easy to understand School Rules
4. To ensure all adults are consistent and fair
5. To equip adults to be proactive and use de-escalation strategies
6. To encourage a reflective culture where mistakes are seen as valued opportunities to think and improve
7. To encourage pupils to take responsibility for their own actions
8. To keep parents/carers informed of any concerns regarding their child's behaviour
9. To work with other agencies when needed to support pupils with behaviour related issues

Village Infant Rules

Supported by School Values of: **Perseverance Resilience Kindness Curiosity**

These are child friendly and underpin all behaviour management. They are displayed in the school hall and frequently referred to in assemblies to embrace positive practice as well as investigate issues that need to be addressed. Rules are also displayed in every classroom and used as and when, appropriate.

- **Stop! Think Choose the right thing**
- **Be kind: Kind Hands Kind Feet Kind words**
- **Tell the truth**
- **Try your best**
- **Look after things**

Stay on Green System [always to be linked to School Rules and Feeling Zones]

Stop! Think Choose the right thing.

- Pupils' names are displayed on Green at the start of the day. They stay on Green if they keep the rules.
- A move to Purple indicates a warning to stop and think
- A move from Purple to Grey will involve a daily consequence eg time out - loss of some play time in the morning. KS1 pupils will be sent to the school hall where the HT and DHT will supervise. Consequences in the afternoon may vary from class to class depending upon timetable constraints eg miss choosing time. Nursery and Reception pupils will miss some of their free flow choosing.
- Following the consequence pupils automatically move back to Green.
- A Golden Cloud is used as an incentive for **exceptional behaviour/work**. Used skilfully by teachers, this can motivate all pupils to strive/persevere to make wise choices

Guidelines

- All staff to use Stay on Green and Feeling Zones to encourage children to make the right choice and reflect to prevent reoccurrence of wrong choices
- All behaviour management should be firm yet preserve the dignity of the pupil. Every day should be a new day and adults strive to support pupils who struggle to keep the Rules.
- All staff members should recognise that their reaction when faced with challenging behaviour is crucial – the tone of their voice and body language can either de-escalate or enflame the situation [refer also to Positive Handling and No Shouting Policy]
- All staff to support pupils using Emotional Regulation strategies – every classroom to have resources and systems in place that can de-escalate negative behaviour eg distraction tools or physical activity options. These will need to be personalised according to the age and personality of the vulnerable pupil. They will also need to be rehearsed with targeted pupils when they are calm so that they trust and understand the process. Simple activities are often the most effective eg breathing exercises, counting, bubbles, push ups, kinaesthetic toys, a calm retreat with a comic or book.
- Significant behaviour problems should be recorded by teachers using the ABC system or an appropriate tracking chart so that patterns with recurring triggers and consequences can be tracked [see Appendix 2]
- In the event of a pupil inflicting an injury on a member of staff or pupil – an accident form **must** be completed – forms available in the school office

Guidelines for Teachers [also see Appendix 3 for Ten Top Tips]

- Class teachers are responsible for forming a stable relationship with pupils in their class as described in **The Teachers Standards**

Standard 7: Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- In September class teachers to discuss Emotional Regulation with their class and also produce a class contract. This could be displayed in the classroom near to the Rules e.g. We will keep our cloakroom tidy. We will line up for dinner quietly etc. It is essential that routines are taught and practised at the beginning of the year..... and kept alive by teachers in the class
 - Class Teachers to use Rules [displayed at child height in classrooms] to help children understand where they went wrong. Class Teachers to share issues with parents.
 - Class Teachers to support pupils through praise and positivity. The power of positive for most children is far more effective than sanctions.
 - Class teachers to ensure that consequences must be fair and used to reform behaviour.
 - Class teachers to discuss vulnerable pupils with Year Group Leaders.
 - In extreme cases the pupil should be sent to the HT or DH
 - **Vulnerable Pupils** to be supported using **Emotional Regulation** Strategies. Behaviour must be analysed using tracking forms. Teachers to speak to HT and DHT and discuss support system for vulnerable pupils [Appendix 2] and complete a Behaviour Plan which will be shared with parents. [Appendix 4]

Emotional Regulation identifies four emotional zones each with strategies to help pupils self-regulate and seek help when needed. Supporting children to say/ show that they are in the yellow or blue zone lets us know they need help. They can then be supported to **make a change** so they do not head into the red zone.



Guidelines for Support Staff

- Discuss issues with the class teacher. Make sure you are both consistent so the pupil does not get mixed messages. If you are left with a class and are worried about how to handle the behaviour of a pupil, ask the class teacher for advice. Alternative support will always be organised for pupils with exceptional needs
- Do not allow problems to grow
- Be fair. Try to reflect what the problem is..... What is the underlying problem that is triggering the behaviour? [Emotional Regulation] Your observations and reflections are invaluable

Guidelines for Midday Assistants – Playground

- Play with the children and organise games – if they are playing - behaviour will be less likely to happen
- Be fair and consistent
- Try to think how you can help through proactive intervention
- Try to be calm, remember your body language and tone of voice have the power to make things worse or calm things down – Speak to the class teacher to see if she can suggest strategies that can support you and the pupil in question
- Stop all playground games that involve **rough play or play fighting** - they are **NOT** allowed. Give one warning and then do as described below
- Write down the names of pupils with persistent behaviour issues and share with class teacher
- Dealing with behaviour
 1. Make sure you have your facts right.... What happened before the incident occurred
 2. Give a warning – make sure the pupil knows that they will only have the one warning
 3. Time out. This will involve 5 minutes walking with an adult.
 4. If the behaviour continues - tell the pupil that they have lost the right to choose and that they must either, walk/stay with you, stand on shape or take them to an activity where they have got to stay for the rest of the playtime.
 5. Inform the class teacher at the end of the playtime what has happened

Guidelines for Midday Assistants – Lunch Hall

- Encourage a sociable, but calm, atmosphere.
- It is expected that pupils will line up at the hatch in an orderly fashion. If they fail to do this give them one warning and then move them away from their class making them wait until the end to get their dinner
- Be proactive in making sure pupils are not allowed to drop food or litter. Check the floor under their seat before they are allowed to leave
- Be proactive with pupils who do not have quiet voices. Remember the power of praise for doing the right thing

Bullying [refer also to Anti-Bullying Policy]

All incidents of bullying and racial and homophobic prejudice must be reported and recorded in the school log or electronically [CPOMS] Parents will be informed.

Physical Restraint [refer to Physical Restraint Policy]

Behaviours that will not be tolerated at Village Infants

- Violent or aggressive behaviour
- Bullying
- Swearing or verbal abuse including racist or sexist language
- Running out of class
- Refusal to do work or co-operate with staff
- Disrupting the learning opportunities of other pupils
- Being rude to an adult
- Dishonesty

Physical Restraint It is better to avoid invading the physical space of somebody when they are in a crisis [refer to Physical Restraint Policy]

Fixed-term and permanent exclusions

- If there is persistent negative behaviour or a serious aggressive incident the head teacher or another senior manager has the power to exclude a child for up to 5 days.
- In extreme and exceptional circumstances, a child may be excluded for longer and maybe even permanently. The school cannot permanently exclude a pupil without the backing of the LA and the Governing Board Disciplinary Committee. In such circumstances the parents will be invited to a meeting with the above stated bodies.
- If the head teacher or other senior manager excludes a pupil, they inform the parents immediately, giving reasons for the exclusion.
- At the same time, the member of staff makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents how to make any such appeal.
- The head teacher informs the LA and the Governing Board about any exclusion.
- The Governing Board itself cannot either exclude a child or extend the exclusion period made by the head teacher.
- The school strives to avoid exclusions but it is sometimes necessary especially if a serious aggressive incident has occurred and or the safety of other pupils and staff has been compromised.

This Policy will be reviewed annually or as required by legislature changes

Policies and documents to support Behaviour Policy

- **Safeguarding / CP Policy**
- **Guidance on Safe Working Practices for the Protection of Staff and Children in Educational settings**
- **Whistleblowing policy**
- **Positive Handling Policy**
- **SEND Policy**
- **Intimate Care Plan**
- **PHSE policy**
- **Anti-bullying Policy**
- **Single Equality Plan**
- **Health and Safety policy**
- **Staff Induction Folder**