

Behaviour Policy

Cam Woodfield Infant School



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Amendments added:

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment in which they can flourish as individuals and learners;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- Provide adults with a framework to ensure a consistent approach to supporting the highest standards of behaviour;
- To enable children to develop a sense of self-worth and a respect and tolerance for others;

1.1 Written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to jointly support children.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its children
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. School behaviour curriculum

All interactions about behaviour need to refer to our 3 school rules.

Are you?



EXPECTATIONS	As a child I will	Why is it important?
SAFE	- Always use my body safely (kind hands and feet). - Walk in the building. - Sit correctly on the chair and tuck it in when I am not sitting on it. - Use equipment properly and safely. - Tidy up after myself. - Use technology safely. - Tell an adult if something is worrying me.	To keep ourselves and others in our school safe.
RESPECTFUL	- Use kind words and actions - make everyone feel welcome (eg. Use good manners, say good morning/afternoon, hold doors open). - Listen to others. - Look after property and be responsible for my own belongings. - Respect other people. - Notice when others have done something for me	To help us to grow into good citizens who contribute positively to the world in which we live.
READY	- Be in the right place at the right time. - Show good learning attitudes. - Show READY when asked. - Look towards and listen to the person that is talking. - Follow instructions the first time but ask if I don't understand.	To make the most of the opportunities we all have at school.

We want to support our children to grow into adults who are polite and respectful and who think and care about others. We believe that, as children practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people see them.

We support children to:

- Take responsibility for the way that they behave and understand the consequences of their actions
- Be respectful to everyone
- Make it possible for all children to learn
- Move calmly and safely around the school
- Treat the school buildings and school property respectfully
- Wear the correct uniform
- Behave in a way that does not bring the school into disrepute, including when outside school or online

Occasionally there may be children who have individual plans to support behaviour. These children may have needs that are not covered by this policy and in these cases the children's individual plans take precedent over this policy

4. Behavioural expectations and responses

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

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display and refer to the school rules
- Develop a positive relationship with children, which includes:
 - Greeting children in the morning
 - Establishing clear routines
 - Clearly communicating expectations of behaviour: e.g. safe walking, when we are walking we shouldn't be talking
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh

4.1 Acknowledging positive behaviour

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

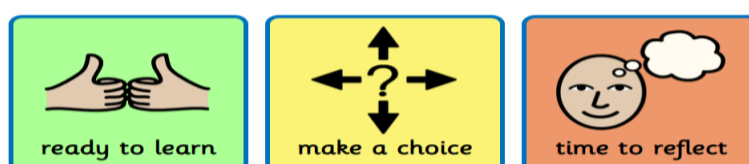
Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Class Dojo points
- VIP Lunchtime Table
- Certificates and special assemblies
- Sharing work with the SLT
- Communicating praise to parents

4.2 Response to behaviour choices

We believe that the most important behaviour that our children can show is that of being ready to learn.



So that children understand that this is the expectation in classrooms we use the following phrases to encourage them to take responsibility for being a learner in the classroom. At the start of the day we expect our children to be 'ready to learn'. If a child is not 'ready to learn' and is showing undesirable behaviours (see Appendix 1), a discussion will then take place that describes the unwanted behaviour being observed and the choices they will have to make in order to be ready to learn again.

If a child continues to show undesirable behaviours they are given 5 minutes 'time to reflect' in the classroom's 'calming space' with a timer. This is an opportunity to reflect on the choices they have made that have resulted in their lost learning time. It will be decided with the staff whether they are 'ready to learn' again.

If a child is still not considered 'ready to learn' they will go to another class where they will have a further 5 minutes to reflect. Class staff will not engage other than to ensure that the child is sat with the timer and is safe. After 5 minutes they will return to their own class where the class teacher will greet them back and reflect (with the child) whether they are now 'ready to learn'. Class staff need to help to engage the child in their learning. This will need to be recorded on the class behaviour log. If necessary, a further discussion will take place during an unstructured time with a member of SLT.

Steps taken to respond to behaviour choices

Inside Behaviours				
		Undesirable behaviours seen	Steps taken in response to behaviours	Contact with parents
1	Ready to learn – thumbs up!	Chatting, fidgeting, shouting out, making noises, unable to sit sensibly	1. Positive reinforcement of behaviours expected. Non verbal reminders, thumbs up	
2	Time to make a choice	Continuation of above behaviours	2. Quick discussion about unwanted behaviour and reminder of choices-point to choice card	
3	Time to make a choice	Continued refusal to respond to the adult re above behaviours	3. Verbal caution delivered privately, where possible explaining importance of safe, ready and respectful rules and being ready to learn. Five minutes in calming space Class adult to have reflective conversation and ensure child is ready to learn. Brief restorative conversation when needed.	
4	Time to Reflect (another class)		4 Clear explanation of the impact of their behaviour on others. Five minutes reflection in another class. (Other class staff should not discuss behaviour) Record on class behaviour log sheet. Own class T or TA's responsibility to follow up with a restorative conversation.	Class teacher informs parents who are reminded to support school rules safe, respectful, ready CPOMS
5	SLT	Continued refusal to listen to the adult re above behaviours Intentional hurting Significant damage to property Behaviour within category 2 (appendix 1) will generally be dealt with by SLT.	Time to reflect with SLT until they are ready to make a choice. Record on class behaviour log sheet. Discussion in unstructured time with SLT.	Class teacher informs parents who are reminded to support school rules safe, respectful, ready CPOMS
6	HT		Where the intensity or frequency has had a significant impact on others SLT/HT will consider the appropriate response which may include: Time away from classroom Time in SLT office Internal seclusion Suspension (external) Managed move to another school Permanent Exclusion	Reminder with the child and parents that persistent repetition of behaviours will result in exclusion.

Outside Behaviour				
		Undesirable behaviours seen	Steps taken in response to behaviours	Contact with parents
1	Ready – thumbs up!	If children are not showing Safe, Respectful and Ready.	1. Positive reinforcement of behaviours expected. Non verbal reminders, thumbs up	
2	Time to make a choice	Continuation of above behaviours	2. Quick discussion about unwanted behaviour and reminder of choices-point to choice card Adult to give suggestions of alternative games to play.	
3	Time to Reflect	Continued refusal to respond to the adult re above behaviours	3. Five minutes holding the adult's hand. Adult to have reflective conversation and make sure child is ready.	
4	Time to Reflect	Continued refusal to respond to the adult re above behaviours	4 Five minutes reflection holding the hand of another adult – Adult to inform class teacher to record on behaviour log sheet. Adult to have another reflective conversation and make sure child is ready.	Class teacher informs parents who are reminded to support school rules safe, ready CPOMS
5	SLT	Continued refusal to listen to the adult re above behaviours Intentional hurting Significant damage to property Behaviour within category 2 (appendix 1) will generally be dealt with by SLT.	5 Time to reflect with SLT until they are ready to make a choice – record on behaviour log sheet. Discussion in unstructured time with SLT.	Class teacher informs parents who are reminded to support school rules safe, ready CPOMS
6	HT	No improvement in behaviours Further escalation of behaviours	Where the intensity or frequency has had a significant impact on others SLT/HT will consider the appropriate response which may include: Time away from classroom Time in SLT office Internal seclusion Suspension (external) Managed move to another school Permanent Exclusion	HT to speak with parents. Reminder with the child and parents that persistent repetition of behaviours will result in exclusion.

All school adults have responsibility for helping children to make the right choices and as a result we believe that consistency is key to helping children understand the boundaries that we expect at Cam Woodfield Infant School. To aid this consistency we have outlined the typical consequences that would be put in place should children's behaviour and choices fall below our expectations.

The school adults have decided that for our community, behaviour and choices that fall below our expectations can have impact on others and their learning. As a result, poor choices need to have consequences. To help ensure that all school adults can deal with these issues consistently, we have categorised the behaviours broadly based on their impact. These are listed in Appendix 1. This list is a guide and individual circumstances are also taken into account.

The positive messages, rewards and an emotion coaching style along with consequences (where necessary), help children to develop their self-regulation, self-esteem, consideration of others and ability to focus. Understanding that consequences have been implemented can be a support to the children negatively affected by the inappropriate behaviour. We believe in a proportionate response to poor behavioural choices and have agreed the consequences outlined in Appendix 2. When deciding on a consequence we will take into account all the known factors leading to the unwanted behaviour.

4.3 Reasonable adjustments

Repeated occurrences of reflection in other classes / SLT being called may lead to reasonable adjustments being made by the class teacher. E.g. changing seating, environment.

4.4 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher / SLT and only as a last resort.

Please refer to our 'Suspension and Permanent Exclusion Policy'.

5. Working with parents / carers

On occasion we will contact parents / carers if a child is being asked to 'make a (positive) choice' on a regular basis e.g. multiple times in a day or multiple days in a week. This is to ensure that all adults, both in and out of school, can support the child to be 'ready to learn'. This contact with parents will be logged on CPOMS- (Child Protection Online Monitoring System used to monitor and manage child protection, safeguarding, and other pupil welfare/behavioural issues.)

If a child has 'time to reflect' in another class, parents will be informed by the class teacher. This contact with parents will be logged on CPOMS.

If SLT have been asked to support, the class teacher will speak to parents at the end of the day about the behaviour and ask them to speak to their child about being safe, respectful and ready.

If we cannot have a face to face conversation, whenever possible we will contact parents / carers by phone on the same day.

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work based on specific behaviour interventions
- Raise any concerns about the management of behaviour with the class teacher in the first instance, whilst continuing to work in partnership with the school.

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness

- Holding the headteacher to account for its implementation

6.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Monitoring that the policy is implemented by staff consistently
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary
- Ensuring that behaviour data is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy

6.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable child behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (CPOMs)

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

7. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

See 'Anti-bullying and Hate Policy'.

8. Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection.

We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

9. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff may use reasonable force, in the following circumstances, to prevent a child from:

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 SLT and parents (CPOMs)

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

10. Misbehaviour

10.1 Off-site

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a child of our school

Consequences may also be applied where a child has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child
- Could adversely affect the reputation of the school

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

10.2 Online

The school can issue behaviour consequences to children for online misbehaviour when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

10.3 Suspected criminal behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

10.4 Sexual harassment and sexual violence (zero tolerance)

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding Policy and Procedures for more information.

11. Allegations

Please refer to our 'Child Protection and Safeguarding Policy and Procedures' for more information on responding to allegations of abuse against staff or other children.

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether there should be a consequence for the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether there should be a consequence for the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer LADO, where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

12. Responding to misbehaviour from children with SEND

12.1 Recognising the impact of SEND on behaviour

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

Examples of strategies for anticipating and removing triggers of misbehaviour:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans
- Adjusting uniform requirements
- Staff training
- Access to a 'safe' space

12.2 Adapting sanctions for children with SEND

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

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

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

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

12.3 Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

12.4 Children with an education, health and care (EHC) plan

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

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

13. Child transition

13.1 Incoming children

The school will support incoming children to meet behaviour standards by helping to familiarise them with the behaviour policy and the wider school culture.

13.2 Preparing outgoing children for transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom (CPOMs)
- Attendance, permanent exclusion and suspension
- Use of off-site provision and managed moves
- Views of staff, children, governors and parents / carers

The data will be analysed from a variety of perspectives.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of children are identified by this analysis, the school will review its policies to tackle it.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board annually to address findings from the monitoring of the behaviour data. At each review, the policy will be approved by the governing board.

The written statement of behaviour principles will be reviewed and approved by the full governing board, annually.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding Policy and Procedures
- Anti-bullying and Hate Policy
- Equality Policy
- Attendance Policy
- SEND Policy

Appendix 1: Behaviour categories

The following is a table of some of the undesirable behaviours that children may display. We have categorised them into behaviours we consider to have similar levels of impact and negativity. Consequences for any behaviour are always considered in the context of how the behaviour was exhibited.

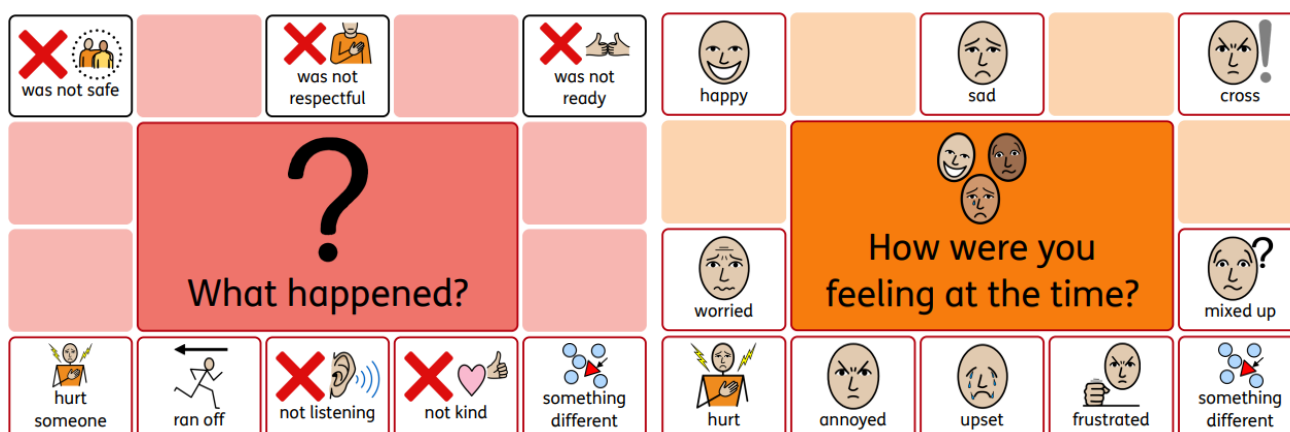
Behaviour within category 1 will generally be dealt with by classroom staff. Behaviour within category 2 will generally be dealt with by SLT.

Category 1			Category 2	
Not 'ready to learn' Rocking on chairs Drawing on whiteboards when they shouldn't be Distracting others Not lining up 'properly' Patting to get attention Talking when they shouldn't be Not listening Disruptive fiddling Misuse of manipulatives / equipment Shouting / calling out Eye rolling / flippancy Not tidying up when asked	Talking over others Refusing partner/group work Refusal to join in Running inside the school building Chatting / fidgeting / poking in assembly Not looking after equipment e.g. broken stationery Making distracting noises Not following agreed noise levels as instructed Lack of respect through body language / rolling eyes / shrugging Not following instructions	Walking around during input Disrespectful language Weeing not in toilet (consider age) Throwing objects Swearing Carrying on playing when bell has gone / not returning to class Hiding Not accepting responsibility for bad choices Disregard for others e.g. laughing at Play fighting Defacing school property Spitting (not at someone)	Running away Throwing chairs / objects Leaving the classroom without permission Lying (depending on context) Climbing (to avoid adult / escape) Verbal aggression / abusive language Answering adults back Direct defiance of a clear instruction	Running off site Weeing on floor on purpose Spitting at someone Violence to adults or children Discriminatory behaviour Deliberate damage to property Throwing objects at others Bullying
Reminder: "Well done xxxx, you are 'ready to learn', you are xxxx (displaying wanted behaviour) I have noticed.... I am wondering..... Let's think carefully about your next behaviour choice. Why don't we... Sometimes things get tricky but we can make good choices, maybe I can help....				

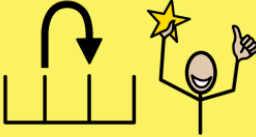
Appendix 2: Behaviour consequences

Possible consequences to help promote positive behaviour choices
A positive prompt by teacher Non-verbal communication Discussion with adult (in their class) Moved within the class Moved to another class for reflection A verbal reprimand Conversation with SLT Completing a classroom job Complete missed work in an unstructured time (lunch / break/ at home) Miss part or all of break time Miss part or all of lunchtime Phone call to parent Meeting with parent / carer Removal from the classroom Working in a different location Working in different location supported by parent / carer Fixed Term Suspension from school Managed Move Exclusion from school

Restorative Conversation Prompts



 happy		 sad		 cross		 say sorry		 show kindness	
	 How was the other person feeling?					 ask what they need	 How can we put things right?		 time to reflect
 worried				 mixed up					
 hurt	 annoyed	 upset	 frustrated	 something different	 tidy up		 fix something		 something different

 be safe		 be respectful		 be ready
 make a choice	 Next time I will...			 have time to reflect
 talk to an adult	 ask for help	 go to a calming space	 happy breathing	 something different

Appendix 3: Positive Intervention Plan



CAM WOODFIELD INFANT SCHOOL
GROW – EXPLORE – DISCOVER

POSITIVE INTERVENTION PLAN

Name:

Photo

Class:

Date plan starts:

Medical conditions/needs:

Date of next review:

Staff working with the pupil:

Behaviours causing concern

What does it look like?

How often does it happen?

How long does it last?

Targets

Reasons/ triggers for the behaviour

Consult parents/carers and the child (where appropriate) when filling out this box.

What's going on in the pupil's life that might be causing this behaviour?

Why might this behaviour happen?

- To get attention
- To avoid something
- To get something tangible
- To meet a sensory need

Any special educational needs (SEN) that may affect behaviour

If the child has SEN that affects behaviour, the SENCO should detail them here.

How does the pupil's SEN affect their behaviour?

How could the school's behaviour policy be adapted to meet their needs?

Useful strategies to support behaviour

How do we diffuse the situation?

- What to do and what not to do
- Phrases to use
- Calming techniques
- At what stage should another member of staff be informed? Who should this be?

Support after an incident

How do we help the child reflect and learn from the incident?

Is there anything that staff can learn about working with this child?

Agreement

Parent/carer name:

Parent/carer signature:

Date:

Staff name:

Staff signature:

Date:

Evaluation and next steps:

