



St Denys CE Infant School

Behaviour Policy

2024-2025

Signed by:

A handwritten signature in blue ink, appearing to read 'Gargear'.

Headteacher

Date: 23-09-2024

Last updated: September 2024

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Social, emotional and mental health (SEMH) needs
6. Managing behaviour and effective classroom management
7. Prevention strategies, interventions, and sanctions for unacceptable behaviour
8. Sexual abuse and discrimination
9. Effective pupil support
10. Behaviour outside of school premises
11. Data collection and behaviour evaluation
12. Bullying
13. Exclusion
14. Monitoring and review

Appendices

- A. St Denys CE Infant School Governors' statement of behaviour principles
- B. St Denys 'Traffic Light' behaviour system
- C. Guidance on the use of Class Dojo points at St Denys CE Infant School.

Statement of intent

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout our school. This policy is therefore designed to support the way in which all members of the school community can work together to create an environment in which everyone feels safe, secure and confident, allowing them the maximum opportunity to learn.

At St Denys, we teach children the importance of living and working as part of a team, class and community, where every child and adult matters and has the daily responsibility to contribute positively. We promote behaviours, which enable the children to develop Christian values, taking the life and values of Jesus Christ as our model. Children develop personal, spiritual and moral values from a Christian perspective.

Jesus grew in wisdom, in health and in favour with God and people. Luke 2 v 52 is our primary guideline in helping our children to decide which behaviours and values are right and wrong.

St Denys CE Infant School is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

Our school motto '*Grow in wisdom. Live well. Love God. Love others*' is at the heart of all we do.

The St Denys School Values:



St Denys CE Infant School is committed to:

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

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Deputy Headteacher.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

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

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the

specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour and effective classroom management

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The Designated Safeguarding Lead or Deputy Designated Safeguarding Leads will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

Classroom rules and routines

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

For younger pupils, parents will read the classroom rules agreement with their child and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

The St Denys 'School Code'

Well-managed classrooms and learning spaces are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the 'St Denys School Code', which requires pupils to:

- Be kind
- Be honest
- Be responsible
- Show respect
- Try our best

The St Denys School Code is clearly displayed throughout the school and in classrooms.

The Restorative Approach:

At St Denys CE Infant School, we have high expectations of our pupils. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school 'code'. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right.

We believe that by using this 'Restorative Approach', we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again. All children are supported in a constructive way to face up to consequences which will be put in place as a result of the behaviours which have taken place.

By using the 'Restorative Approach' it allows ALL parties to have their say AND be listened to.

A Restorative Conversation:

When a pupil has harmed another child in some way (has hurt or upset another child) or has not behaved appropriately (moved to the blue/red behaviour zone), we will ask them:

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected by what happened? In what way?
4. What other choice could you have made?
5. What needs to happen to put this right?
6. What could you do differently next time?

When a pupil has been harmed in some way (hurt or upset by another child) we will ask them:

1. What happened?
2. What were you thinking/feeling when you realised what had happened?
3. How does this make you feel?
4. What do you think needs to happen to put things right?

Most situations can be dealt with by working through these questions. The aim is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If

someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

We recognise that it may take time for some children to be ready to have a restorative conversation and that restorative conversations can take place in different places, e.g. in the classroom, over lunch, walking on the playground. We sometimes support restorative conversations with a restorative storyboard.

The St Denys Behaviour System

The St Denys Code is central to our behaviour system. It is displayed in every classroom and communal space around school and referred to consistently by all staff members. If a child is seen to be demonstrating one of the St Denys schools 'values' they are rewarded with Class Dojo Points.

If children fail to make positive choices and do not comply with the St Denys Code a sanction system is used.

The St Denys sanction system is based on a 'traffic light' system where behaviours are associated with different colours: green, yellow, blue or red behaviours. **(See Appendix B)**

Children receive verbal warnings and the physical movement of their name card from the green to yellow to blue and to red and finally grey. Children's 'free time' (playtimes and 'free choice' activity times), is linked to the 'traffic light' system and children can lose minutes of their 'free time' if they move onto the blue/red/grey behaviour zones.

Rewards:

At St Denys, we believe that the most effective way of achieving our aim is to praise and encourage positive behaviours. We believe that rewards can have a motivational role, helping children to see that positive behaviour is valued. High standards of behaviour are established through a range of rewards:

Individual recognition awards:

Class Dojo Points:

- This is our central reward system. Children have on-line 'monster' avatars and can win Dojo points for demonstrating one of the St Denys school values. Class Dojo points can be viewed by parents/carers at home via the app.
- The child/children who have achieved the most Class Dojo Points at the end of the school week are announced in the school's 'Celebration Service' on Friday. They will receive x2 House Points (x2 'shining example' pom-poms) to put in their 'house jar'.

St Denys 'School Values' Certificates:

- Each week, one child from each class is nominated to receive a certificate acknowledging their outstanding learning or behaviour. Awards will be linked to one of the St Denys school values.

'Shining Example' Pom-Poms:

- A single 'shining example' pom-pom is worth x 1 house point and x 3 Class Dojo points.
- 'Shining Example' pom-poms are awarded to children for something exceptional- the child has been a *shining example* to others or has really had a 'wow' moment. A pom-pom is worth 3 Class Dojo points.
- Children place their golden pom-poms into their 'House' pom-pom collection jar in their classroom.
- Each week, the 'house' classroom collection jars are emptied into the whole school 'house' jars in the hall. They are referred to during the Celebration Service.
- At the end of each half term, the 'house with the most pom-poms wins a prize.

Group recognition awards:

School 'House' Teams:

Our St Denys school family is split into four mixed age 'house' teams. Each house has house 'Leaders' (staff) and a House 'Captain' (Yr. 2 child).

Our house names are **Fire, Earth, Air and Water**.



- When children have been awarded a 'Shining Example' pom-pom, it is added to the whole school 'house' team collection.
- At the end of each half term, the winning team is announced. The winning house then participates in an enrichment afternoon, which is organised by the house leaders. The enrichment activities may include:

Pond dipping, Coding, Baking, Camp fire songs, Lego, Team Building games, sports etc.

- Houses compete together in competitions throughout the year, and we have regular opportunities for teams to work together on 'special days'.
- The house team with the most points at the end of the year is presented the St Denys House Point trophy.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and Inclusion Team staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Short-term behaviour report cards
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.

- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical intervention

In line with the school’s Physical Intervention Policy, members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil’s parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil’s parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.

- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

SEND Support Plans

The SEND Support Plan is written by the class teacher, in consultation with the SENCO and the parents/carers of the child. The aim of a SEND Support Plan is to support a child to access learning and participation in their classroom. It includes the following:

- Identification of special interests in and out of school
- Likes and dislikes of the child
- Strengths of the child
- Known triggers that cause behaviour to escalate
- Special plans/adaptations to avoid triggers
- Child's response to triggers
- Description of how adults will respond
- Review dates

- The views of the child
- The role of the parents/carers

Should matters persist or deteriorate further the following actions will be taken as necessary:

- Teachers seek further advice from the Senior Leadership Team/SENDCo
- Senior Leaders/SENDCo seek external support via Cluster/Local Authority, e.g. SRB support, S2S support
- Senior Leaders/SENDCo seek further advice from Education Psychology Service and/or SEN Advisory Service
- Senior Leaders/SENDCo consider possible escalation up the SEN scale for behaviour/SEN Code of Practice with appropriate actions as advised by the Local Authority
- Fixed term or permanent exclusion from the school in line with current legislation

8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

10. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

11. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

12. Exclusion

At St Denys, we are proactive and will do all we can to enable children to succeed. However, we recognise that there are times when an exclusion may be the only option available to keep a child safe, and to ensure the education and welfare of other children or staff.

Exclusion is only used as a last resort and in response to serious or persistent breaches of our Behaviour Policy. Behaviours that may put a child at risk of exclusion include:

- causing harm to themselves
- causing harm to others, including staff
- causing deliberate damage to property
- causing persistent disruption to the learning of others

If a child is displaying high levels of aggression or is causing persistent disruption to the learning of others, an internal exclusion may be put in place. This is where a child is educated away from their main class but remains in school. Internal exclusions are not long-term solutions for children and are not always pre-planned. Parents/carers are informed at the end of the day and internal exclusions are tracked and monitored by the SENDCO and the Headteacher. When internal exclusions are used, the class teacher provides appropriate work for the child. During this time, some reflective and restorative work will also take place.

The school follows DfE and Leicestershire County Council guidelines when managing all fixed term and permanent exclusions. If an exclusion has been made following an incident, the school will work closely with parents/carers to develop plans and strategies to try and reduce the risk of future or permanent exclusion, seeking external advice when necessary.

The school will do all it can to ensure all children are able to participate fully in special events, school trips and visits. A full risk assessment will take place on a case by case basis. Parents and carers will be involved in this assessment and may be asked to attend the event or visit to provide additional support for their child. Children who are presenting behaviours which are judged to put themselves or others at too great a risk may be withdrawn from the event, trip or visit. The child would be expected to attend school and an alternative curriculum would be put in place. Withdrawing a child from a special event, trip or visit is always based on an assessment of risk and is never used as a sanction.

St Denys has a separate Exclusion Policy.

13. Bullying

At St Denys CE Infant School we consider any type of bullying to be unacceptable. We define bullying as deliberate, hurtful behaviour that is repeated over and over again by a child who has some type of hold over another and where the child being bullied finds it difficult to defend him/herself.

Our Anti-Bullying Policy should be referred to if professionals believe bullying is part of or wholly responsible for behaviour issues.

14. Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2025.

APPENDIX A

ST DENYS CE INFANT SCHOOL GOVERNORS STATEMENT OF BEHAVIOUR PRINCIPLES

Grow in wisdom. Live well. Love God. Love others.

St Denys CE Infant School is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the headteacher and the governing board, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the headteacher, who will view each case in light of these principles and any relevant policies.

Principles

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school will create a calm and orderly environment to enable pupils to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions

are exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the headteacher and governing board and is clearly set out within the school's Behaviour Policy and Physical Intervention Policy.

The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

General expectations

The school has high expectation for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about pupils.

The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated,

online or offline. The school effectively addresses harmful sexual behaviour in the Behaviour Policy, which details appropriate sanctions that are applied consistently. Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The school will take swift, appropriate action to ensure that problems of lateness and absence are handled effectively.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

APPENDIX B: The St Denys 'Traffic Light' System

At St Denys, we believe that the most effective way of achieving our aim is to praise and encourage positive behaviours. We believe that rewards can have a motivational role, helping children to see that positive behaviour is valued.



STEP 1: GREEN ZONE

- I am ready to learn.
- I am showing kindness and respect.
- I am self-controlled.
- I am responsible.
- I am trying my best.

STEP 1- GREEN ZONE:

Children will start on the green 'monster' every day, with the aim of remaining on green for following the **St Denys School Code**. Green 'behaviours' are the general high standards of behaviour that are expected at all times throughout the school day.



STEP 2: YELLOW ZONE

- I am not quite ready to learn.
- I am not always showing kindness and respect.
- I am not always self-controlled.
- I am not always being responsible.
- I am not quite trying my best.

STEP 2- YELLOW ZONE:

This is behaviour which is disturbing teaching and learning or is generally inappropriate.
Staff will:

- 1) Give a **verbal warning** to the child and explain how to correct behaviour *"Please stop shouting out, you need to raise your hand!"* The child's name will be moved to the yellow behaviour zone.
- 2) Seek to praise behaviour which is appropriate.
- 3) If behaviour improves the child will have their name moved back to green behaviour zone.
- 4) If behaviour continues or worsens after a warning, the child will have their name moved to the blue behaviour zone.



STEP 3: BLUE ZONE

- I am not listening.
- I am not following instructions.
- I am not being kind and respectful.
- I am disrupting learning.

STEP 3- BLUE ZONE:

This is behaviour which is disturbing teaching and learning or is generally inappropriate **but is persistent and is not changing** after a warning has been issued.

Blue behaviour may consist of but is not exhaustive of; not listening; being unkind; not following instructions i.e. not completing tasks set; not tidying up when asked; not lining up when asked, disrupting learning i.e. fiddling on the carpet; shouting out; talking over the teacher; moving around the room when they should not be; being disrespectful i.e. answering back, questioning instructions.

Staff will:

- 1) Repeat their verbal warning and explanation of how the child should correct their behaviour *"This is your second warning, please stop shouting out, you need to raise your hand!"*
- 2) **Remove 1 dojo point.** Parents will not be notified formally at this stage. The removal of a Dojo Point will be visible via the Class Dojo app.
- 3) When ready, the child will have a **restorative conversation** with a staff member.
- 4) The child will **miss 5 minutes of 'free' time** with a member of the teaching staff.
- 5) If the child's behaviour improves they can move back to the green zone. If the child's behaviour continues or worsens, they will be moved to the red zone.



STEP 4: RED ZONE

- I am still not listening.
- I am still not following instructions.
- I am still not being kind and respectful.
- I am still disrupting learning.
- I am hurting others.
- I am being unsafe.
- I am being destructive.
- I am using inappropriate language.

STEP 4- RED ZONE:

Should the child not modify their behaviour and their behaviour is still not in line with the expectations of **'The St Denys School Code'** then the child's name will be moved onto the red monster. Reaching the red behaviour zone means that a child is choosing to ignore all the warnings, conversations and support that the teacher or other adults are giving. This is looked on as persistent, intentional misbehaviour.

In addition to persistent **not listening, being unkind, not following instructions** and **continually disrupting learning**; the child may also be **intentionally hurting other people, acting in an unsafe way, be displaying destructive behaviour or using inappropriate language.**

1. Moving to the red zone will result in a **10-minute loss of 'free time'** (this may include playtime/lunchtime) with a member of teaching staff, either that day or the following.
2. When ready, the child will have a restorative conversation with a staff member.
3. Parents/carers will be notified via the Class Dojo messaging app.

Some extreme negative behaviours e.g. assaulting a peer or an adult, damaging property etc. may warrant a child moving straight onto the red behaviour zone without moving through the previous zones. This will also result in a Dojo point being removed.

In these cases, the child will be sent to the DHT or member of the SLT. Appropriate consequences will then be discussed with the child. Parents/carers will be notified.

STEP 5- GREY ZONE- Speak with a Senior Leader in School:

1. If a child is moved on to red again **within the next 5 school days**, they **will lose 10 minutes** of their 'free time' and be sent to the Deputy Headteacher/SLT.
2. The DHT/SLT member will have a restorative conversation with the child.
3. Parents/carers will be notified.
4. The child's teacher reports the incident on CPOMs.



STEP 6- GREY ZONE- REPORT CARD:

If a child has been moved onto the red behaviour zone 3 times within one week (5 school days) it will result the child missing part of their lunchtime and they will be sent to the Headteacher or Deputy Headteacher. The Headteacher/ Deputy will place the child on report and contact the parents/carers. The child's teacher reports this on CPOMs.

The report card will be checked daily by the Deputy Head teacher/member of the SLT. The report card will be sent home at the end of each day for parents/carers to sign.

All incidents of poor behaviour are recorded on our monitoring system CPOMs by the adult involved in the incident.

LUNCHTIMES:

Yellow Behaviours:

- MDS staff will ask children to have 5 minutes 'time out' on the playground to 'think about it'.

Blue Behaviours:

- MDS staff will be given a set of small 'blue behaviour' cards.
- If a child has behaved inappropriately (in line with 'blue behaviours') they will write the name of the child on the back of the card. The MDS staff will hand the card into the class teacher at the end of lunch time so that the teacher can remove a Dojo point and make a note to deduct 5 minutes from the child's next play time.

Red Behaviours:

MDS will call a member of SLT to remove the child from the playground/hall etc.



GUIDANCE ON THE USE OF CLASS DOJO AT ST DENYS

General Use:

- Class Dojo points will run from a Monday morning until 12.00pm Friday afternoon.
- At 12.00pm on a Friday afternoon, the total class points will be recorded for each class as well as the individual class winner. Certificates will be awarded in Celebration Service on Friday afternoon.
- At the start of each Monday morning class teachers will log onto Class Dojo and 'reset' all points to zero.

When do we issue points?

- Every class will have positive point buttons set up the same on their Class Dojo page. These will reflect our St Denys School values. Each St Denys 'value' is worth **1 Class Dojo point**.
- Every class will have a '**Shining Example**' positive point button. If a child receives a 'shining example' pom-pom, they will receive **3 Class Dojo points**. A shining example would be deemed to be something that is above and beyond our high expectations (green zone behaviours).
- The '**Shining Example**' pom-pom will be collected in the child's 'house team' jar in the classroom.

Points **should not be awarded for** sitting on the carpet when asked, waiting quietly, sitting nicely, putting up a hand when wanting to speak, lining up quietly etc. as the children must learn that the school has high expectations of their behaviour from the onset and this is how we ordinarily expect them behave.

When do we remove points?

Every class will have negative point buttons set up the same on their Class Dojo page. Children will have a Dojo removed for reaching the blue behaviour zone, or if they move directly to the red behaviour zone.

