Imperial Avenue Infant School

Behaviour and Positive Intervention Policy

Policy Date:	**September 2025**		
Policy Review Date:	**Autumn Term 2026**	**Head Teacher** **Miss E Smith**	**Chair of Governors** **Miss E Harrop**
		Signature:	**Signature:**

Imperial Avenue Infant School
Behaviour Policy

Aims and objectives

- That everyone in the school community feels valued and respected.
- To promote an environment in which everyone feels happy, safe and secure.
- To encourage children to grow in a safe environment and for them to become responsible, caring and increasingly independent members of the school community.
- To have high expectations of the children with regard to their behaviour.
- To strive to ensure that all children work to the best of their ability.
- To provide clarity to all staff in managing the behaviour of children in the school.

Behaviour Management

All staff have had training in managing pupil behaviour. It is the responsibility of all staff to record behaviour incidents. Where pupils are off task or disruptive, staff are trained to use a range of strategies to enable the child to return to their work/activity in a calm manner.

Very occasionally if a child needs to be removed from a classroom or area, staff have had training in using approved physical handling techniques (Team Teach).

The curriculum at Imperial includes work about feelings, class and school rules and expectations, e.g. Personal, Social, Health and Economics (PSHE), Routes to Resilience, circle times and discussion times.

Designated Specialist Provision / Special Educational Needs Unit

Children within our Designated Specialist Provision (DSP) & our **Special Educational Needs (**SEND) unit have communication and interaction needs, including Autism. A flexible approach to behaviour management is adopted to meet the needs of each individual child and their current developmental level, which may differ from those utilised within the mainstream environment. The DSP & SEND unit adopt the core aims and objectives as the school, but make reasonable adjustments to the Behaviour Policy to meet the varying needs of the children and their current developmental and learning levels. Where necessary, children within the DSP/ Unit have a Positive Interaction Plan (also known as a Positive Handling Plan) which outlines the specific de-escalation strategies utilised with each individual and recommended handling strategies, where appropriate.

Rules

The school has a number of rules but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that we all work together with a common purpose of helping everyone to learn.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

These simple rules have been agreed for children and all adults in school. They are taught to the children, both in their classes and in assemblies, through discussion, stories and role play.

At Imperial Avenue school rules are to: -

- help and be kind to each other
- listen and respond to others in school
- use quiet voices and walk in school
- take care of our school
- always try to do our best

Rewarding Good Behaviour

Children who feel happy and confident about themselves are more likely to behave appropriately. Rewarding good behaviour and praising children for their achievements plays an important part in raising self -esteem.

- As a staff we aim to create a positive, well ordered learning environment which values all children as individuals and where success is celebrated.
- Children are praised for speaking politely, being kind and considerate to others and taking care of the school environment.
- Children are rewarded by praise from their teacher, other class teachers, support staff, supervisors and the head teacher.
- Rewards can take the form of a verbal praise, verbal or written comment on work, dojo points, stamps and stickers or becoming the 'star of the week'.
- Within classrooms, class teachers may also use reward systems including marbles in the jar, raffle tickets and reward rockets.
- The school acknowledges the efforts and achievements of children both in and out of school, in class times and assemblies.
- Prizes are presented within Friday's achievement assemblies. At the end of Year 2 the trophy for best effort is awarded to the child that the teachers feel have lived the schools values.

Dojo Points System

Each child has their own unique ICT character. Each character can be given points and these are distributed by all adults within the school for behaviours such as particularly good work or behaviour, answering tricky questions, eating their lunch well or being particularly kind or helpful. The children can see their character receiving points and class rewards are given out when the child reaches a given amount (as set by their Class Teacher).

Children can be given dojo points for

- Good work
- Good behaviour
- Answering tricky questions
- Eating their lunch well
- Tidying up
- Being helpful and kind to others
- Walking/behaving well in the corridors.

Rewards within the DSP/ SEND unit

The children within the DSP / SEND Unit are developing their behaviour for learning and a "work – reward" approach is adopted throughout the day, supported by visuals such as now and next boards or individual timetables. Class staff also reward children regularly for their achievements or for "making the right choices" in difficult situations. They can be rewarded with a sticker, high five or the child's photograph being placed on the Happy Sunshine (class reward chart) for children who are able to understand this or other appropriate reward.

Rules and Sanctions

Each classroom has a rule board.

At the start of the year each class will establish approximately 4 or 5 class rules. These are created in negotiation with and shared with the children.

The Rules must be:

- **limited in number**, (too many rules make it difficult to manage)
- **positive**, (inform the children what to do rather than not what to do)
- **displayed on a rule board that is covered with sticky back plastic so that the teacher can easily refer to the rules and put the child's initials next to the rule they have broken. Children can then clearly see them and the action that will be taken. The board is cleaned daily.**

When administering the rules

- To support a child with negative behaviour, praise other children around them who are displaying postive behaviour, hoping to support them to change and self regulate.
- Thank/praise the child as soon as they correct their behaviour.
- If you have a child who has a behaviour difficulty focus on one type of behaviour you wish to change and praise/thank her/him as often as you can when s/he is doing it

When administering the rules try not to respond to secondary behaviour.
For example, if a child has thrown a pencil and you have asked her/him to pick it up and s/he does, try hard to ignore initially if s/he hums, swears under their breath, kicks the table as this will create a further confrontation. Instead ignore the child at that stage but later when the situation is calm, speak to the child.

The Sanctions
In order to ensure consistency when children move from teacher to teacher the consequences are consistent throughout the school.

- ☹ **Verbal warning**
- ☹ **The child's name is written on the board next to the appropriate rule.**
- ☹ **A tick is placed next to the child's name and indicates 5 minutes off playtime/lunchtime.**
- ☹ **When a fourth tick is placed next to the child's name the child receives a playtime detention and the parents will be informed at the end of the day.**

RED CARDS

- **What is a red card?**
  A red card is simply a red coloured card issued to a child who has broken a class rule or school value. It is a physical sign acknowledging a child's unacceptable behaviour. There are no other coloured cards given out.

- **Why do we have a red card system?**
  As a school, we are supportive and proactive when dealing with issues regarding behaviour and the breaking of rules or values. The red card system allows us to track the behaviour of pupils and to offer support and guidance when and where appropriate.

- **How does a child receive a red card?**
  Examples of when a red card will be issued: hurting other children, ignoring or being rude to school staff, going out of school, vandalism, theft, swearing, homophobia or racism. This is not an exhaustive list and other behaviours will be punished at the school's discretion.

- **What happens if a child receives a red card?**
  During class time
- a member of SLT is informed
- he/she misses break and lunch time that day and spends time with the class teacher
- this is a time for reflection and discussion with the child for them to learn lessons from their behaviour

  During lunchtime
- he/she is sent to the Headteacher to discuss their behaviour
- he/she misses break and lunch time that day and spends time with the Head/Deputy head teachers
- this is a time for reflection and discussion with the child for them to learn lessons from their behaviour

- **Red cards and CPOMs**
  Once a red card has been given, the red card will be given to the behaviour lead, who will then input onto CPOMs to keep a record of the behaviour happening within school. These records are retained whilst the child is at our school; this is to help identify any patterns of behaviour over time.

How are parents/carers informed that their child has received a red card?
An appropriate adult will be informed by a letter/phone call/verbally on the same day of the incident.

Do red cards last forever?
No! Once a red card has been received and the punishment administered, the incident is finished.

The record of the red card incident is recorded and the record maintained. Leaders use these anonymised records to identify patterns of behaviour over time and a behaviour report is provided to governors at the end of the year, totally numbers of incidents and positive action taken to help support children make better behaviour choices. Whilst CPOMS records data over time, the behaviour incident reports are cleared at the start of each academic year.

Parents/carers need to be aware that exclusion from school may be considered if a child's behaviour is regarded as very serious or dangerous

Only the Head teacher (or the acting Head teacher, or Deputy in their absence) has the power to exclude a child from school for a fixed period of time (a fixed term exclusion). We follow the Local Authority guidelines. In extreme and exceptional circumstances, the head teacher may exclude a child permanently. In all cases parents/carers would be informed immediately, giving reasons for the exclusion.

DSP / SEND Unit Sanctions.
As a class, the DSP adopt a "natural consequence" strategy, whereby sanctions are varied dependent upon each child's developmental level. A flexible approach is taken based upon each individual child's needs and sanctions are usually immediate and vary dependent upon the behaviour displayed. Some children, where it is deemed appropriate may be placed upon the "Sad Cloud" and will then miss 3-5 minutes of their playtime or continuous provision. During this time, they will have the opportunity to reflect upon their choices and how they can make better choices next time. This replaces the red card approach adopted by the mainstream classes.

Dinnertime

At Imperial children who misbehave, are a danger to themselves or others, may be excluded from school over the lunchtime period. Parents/carers will always be given notice of this in advance.

We are continually working with our children to make them aware of the factors that contribute to a happy and safe playtime.

Happy Lunchtimes

As a school we have implemented the Happy Lunchtimes behaviour system, it is to enhance our current behaviour system and to support children being actively engaged in lunch times. The incentives and consequences are used at lunchtime only.

This system links directly to the Happy Lunchtimes Award. This system has three steps of rewards and consequences:

Incentives

1. Children are awarded pom-poms for good dinner time behaviour / acts of kindness. These pom-poms are collected into 'tubes' representing each class. These are compared in our 'Achievement Assembly' each week, with a winning class declared and being awarded a 'Golden Lunchbox' treat.
2. Each dinner time supervisor will nominate 1 pupil per week for a special mention in the 'Achievement Assembly'. The child will be awarded a certificate and it will include their name, the supervisor who nominated them and the reason for their award.
3. Each term dinner time supervisors will nominate 5 or 6 pupils and a friend for each one to sit at the top table, 'Table of Awesomeness'. It will be decorated with a nice table cloth, iced water, real plates, decorations etc. The table will be attended by a member of the lunchtime staff.
4. Rewards can be awarded for good or improving behaviour.

Consequences

1. If a child needs a reminder about their behaviour a quiet word/ raised eyebrow/ amicable resolution will be given.

2. If a child is being rude, cheeky or uncooperative the children will have a 2 minute reflection time and asked to apologise for their behaviour.
3. If a child persists then a red card could be given especially if the child has broken one of the red card rules. The child may be sent to a member of the Senior Leadership Team (SLT) and then go back to the dinner supervisor for two minute reflection time and to apologise.

All dinner supervisors are aware and understand the 'Happy Lunchtime' rules and these are shared with the whole school in assembly times or within the classroom.

Working alongside 'Happy Lunchtimes' will be the red card system and this will still be used if a red card rule has been broken. (Please see above for more information about red cards.)

Bullying

Bullying is deliberately hurtful behaviour which is repeated over a period of time. It can include:-

- calling someone names
- making racist comments
- making fun of someone in a nasty way
- stealing or breaking someone's things
- pushing someone or hitting them
- frightening someone into doing things they don't want to do
- persistent teasing or taunting
- LGBTQ+ comments
- Homophobic comments
- Transphobic comments
- Sexual Harassment
- Sexual violence
- Body Dysmorphia/body confidence

Bullying is not tolerated. When it occurs we aim to help both the bullied and the bully

Through promoting good behaviour and developing a caring atmosphere we aim to reduce the possible incidence of bullying. However, all staff and parents/carers need to be vigilant. Parents/carers should share their concerns with us and we can work together to address them. Part of the work involves training children to behave assertively. This can help them to deal with potentially difficult situations.

Staff, parents/carers and children working together can combat bullying. (see the anti-bullying policy).

We also work with community members such as our community police officers to make the school a safer place.

The role of Parents and Carers

The school collaborates with parents/carers, so that children receive consistent messages about how to behave at home and school. We try to build supportive dialogue between home and school, and we inform parents/carers if we have concerns about their child's welfare or behaviour.

We expect parents/carers to support the school behaviour policy and work with school to encourage appropriate behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents/carers to support the actions of the school. If parents/carers have concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains they should contact a member of SLT. If the discussions cannot resolve the matter a formal grievance or appeal process can be implemented. (See school Complaints Policy).

Prohibited items

These are items we feel should not be bought into school due to health and safety. If we suspect a child has bought a prohibited item into school we will contact a parent/ guardian to ask for permission to check their belongings and, if found, remove the item until the end of the school day. The item will then be handed to the

parent or guardian, never the child. In all cases, we follow the Searching, Screening and Confiscation process in line with the DFE guidance July 2022.

Though not an exhaustive list, prohibited items may include;

- Knives/scissors/razor blades
- e cigarettes/vapes/cigarettes
- alcohol
- illegal or legal drugs
- stolen items
- fireworks
- lighters
- inappropriate images

Searching, Screening and Confiscation

Any item which is considered to be prohibited or unnecessary in a school environment found in a pupil's possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's Searching, Screening and confiscation Guidance 2022.

The role of Governors

The Governing Board has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular issues. The head teacher must take this into account when making decisions about matters of behaviour.

Monitoring and Review

The Head teacher monitors the effectiveness of this policy. She also reports to the governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Head teacher keeps a record of any child who is given a fixed term exclusion, or who is permanently excluded. The information is shared with the Chair of Governors and the Local Authority Exclusions team as well as parents.

It is the responsibility of the governing board to monitor the rate of fixed term exclusions, and to ensure that the school policy is administered fairly and consistently, in the rare event of this happening. The Governing Board will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance and that no child is treated unfairly because of race or background. (See Race Equality policy).

Appendix A

Physical Intervention Guidance

With Guidance from ‘The Use of Restrictive Physical Intervention Health & Safety Management Standard Issue 3 (January 2021)’

Section 93 of the Education and Inspections Act 2006 enables all school staff to use reasonable force to prevent a pupil from:

- committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury or damage to property; or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise

The staff to which this power applies are:

- any member of staff at the school
- any other person whom the head has authorised to have control or charge of pupils. This can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as unpaid volunteers (for example parents accompanying pupils on school organised visits); and
- does not include any pupils

Types of incident where the use of force would be reasonable

The DfES identifies three broad categories of incidents where the use of force may be appropriate:

- where action is necessary in self-defence or because there is an immediate risk of injury
- Where there is a developing risk or injury, or significant damage to property
- Where a pupil is behaving in such a way that is compromising good order and discipline

Examples of situations that fall within one or more of the above categories are:

- A pupil attacks a member of staff or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing or may cause injury or damage through rough play or misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a manner which might cause an accident to themselves or possible injury to others
- The pupil absconds from a class or tries to leave the setting and may be at risk through doing so

Physical Intervention Process

As soon as a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or serious damage to property, then he/she should:

- Give one or more clear instruction/s warning the pupil of the consequences of failure to comply prior to restraint
- Employ the minimum physical force necessary for the minimum period needed to restrain the pupil
- Keep talking to the pupil throughout the incident repeating that the restraint will stop as soon as it ceases to be necessary
- Try to ensure a calm and measured approach to the situation.
- The pupil's release from restraint should be planned, agreed and gentle
- Refer staff and/or pupil to a first aider for first aid or as appropriate for further medical attention
- The appropriate member of staff must ensure that the pupil's parents/carers are advised of the use of restraint
- If other pupils are distressed, they must also be offered support
- Following an incident, debriefing should be offered to staff and pupils, including those witnessing the event
- Children within the DSP have a Positive Interaction Plan (also known as a Positive Handling Plan) this outlines the specific de-escalation strategies utilised with each individual and the recommended handling strategies that should be used where appropriate.

Ensure that a record of the incident is completed immediately afterwards. This is particularly important and all staff and supply staff should be aware of this. Forms are on the extranet for completion.

The Law requires each parent to be informed of a significant incident where force has been used on their child. Ideally it is best to telephone parents as soon as possible after the incident before confirming details in writing.

Staff Development and Training

School ensures that staff receive the necessary training on physical intervention and behaviour management on a regular basis or as and when required.

We currently train staff from the Team Teach guidance.

Appendix B

Imperial Avenue Infant School

Written Statement of Behaviour Principles
Under Section 88 of the Education and Inspections Act 2006 the Governing Board of Imperial Avenue Infant School is required to make and review a written Statement of Behaviour Principles.
The Headteacher and staff should use these principles in preparing the school's legally compulsory Behaviour Policy. This document is that written Statement and has been prepared with reference to the 'Behaviour and discipline in schools – Guidance for governing bodies' document issued by the Department for Education (July 2013 edition).
It will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

Principles
Right to feel safe at all times: All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Behaviour Policy.

High Standards of Behaviour: The Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision.

Inclusivity and Equality: Imperial Avenue Infant School is an inclusive school where all members of the school community should be free from discrimination of any description. This is promoted in the day-to-day life of the school and is set out in the Equality Policy. The school Behaviour Policy states that bullying and discriminating behaviour that goes against the Equality Policy will not be tolerated. The Behaviour Policy includes a clear, concise anti-bullying statement that can be understood by all members of the school community. Measures to counteract bullying and discrimination will be applied consistently and monitored for their effectiveness by the Headteacher.

The Behaviour Policy: The Governors expect the Behaviour Policy to set out a range of clearly defined rewards and sanctions that encourage good behaviour, discourage unacceptable behaviour and that can be applied consistently and fairly across the school. The Behaviour Policy must make it clear how and when rewards and sanctions, which include both fixed-term and permanent exclusions, will be applied.
The Behaviour Policy must set out the process by which a pupil or parent can appeal against a sanction that they believe has been applied unreasonably. The Governors expect the Headteacher to inform the police if there is any evidence of a criminal act associated with an incident involving unacceptable behaviour. The Senior Leadership Team will monitor the reward and sanction system regularly for consistency, fairness and effectiveness and report back to the Governors through the Performance and Standards Committee.

Power to Screen and Search Pupils: The Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school.

The Use of Reasonable Force or Other Physical Contact: The Governors expect the Behaviour Policy to clearly set out the circumstances where staff and others with authority may use reasonable force or other physical contact to control inappropriate behaviour, remove disruptive pupils from learning environments or prevent pupils from leaving learning environments or school premises. The Behaviour Policy must include a definition of 'reasonable force' and must explain how and under what circumstances pupils may be restrained. The Governors expect that all staff will be given advice on de-escalation and behaviour management techniques and that only appropriately trained staff will restrain pupils.

The Power to Discipline Beyond the School Gate: The Governors expect the Behaviour Policy to set out the school's response to any non-criminal bad behaviour or bullying that occurs anywhere away from the school premises and which is witnessed by a member of staff or is reported to the school. In this respect, the Behaviour Policy must include the school's lawful response to any bad behaviour when the child is:
• Taking part on any school-organised or school-related activity; or
• Travelling to and from school; or

• Wearing school uniform; or
• In some other way, identifiable as a pupil at the school.

Even if these conditions do not apply, the Behaviour Policy must consider misbehaviour at any time that:
• Could have repercussions for the orderly running of the school; or
• Poses a threat to another pupil or member of the public; or
• Could adversely affect the reputation of the school.

Pastoral Care for School Staff Accused of Misconduct: The Governors expect the Behaviour Policy to set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Governors expect the Headteacher to draw on the advice in 'Dealing with Allegations of Abuse against Teachers' and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.