

Frogmore Infant School

Behaviour policy and statement of behaviour principles

Aims

This policy aims to:

- Provide a safe, inclusive and respectful school ethos where all children can thrive and feel a sense of belonging
- Provide a clear and consistent whole school approach to behaviour management
- Support our children to regulate their own behaviour and to be accountable for their own actions, recognising the impact this may have on themselves and others

Rationale

Our policy and practice is based on:

- Promoting positive behaviours
- Our legal duties under the Equality Act 2010
- The Relational Approach (Babcock). This rests on the understanding that all behaviour, whether positive or negative is an expression of need:

Developing relationships	All staff: <ul style="list-style-type: none">• Understand that relationships are key to ensure children feel safe, secure, connected, understood and cared for• Promote a shared understanding of expectations• Use FIS's Maslow's Hierarchy of Need to create an environment which allows every child to thrive
Responding and calming: regulate and relate	All staff: <ul style="list-style-type: none">• Use everyday interactions to build and maintain relationships with children and promote a calm and supportive learning environment• Use key relational skills to help regulate strong emotions and calm behaviour• Follow clear plans to ensure safety and support
Repairing and restoring	All staff: <ul style="list-style-type: none">• Use restorative approaches and systems• Support individual children to understand the consequences of behaviour and enable them to repair relationships through the use of individual restorative explorations.

This policy is underpinned by our statement of behaviour principles (see Appendix 1) and our school aims and values.

All resources referred to in this policy are stored on Teacher Drive-Behaviour-2025.

At Frogmore Infant School, we have high expectations of everyone to help us create an environment that is respectful to all and enables effective learning for all. To support this, we expect every child to follow our Green Code:

Be ready	Be kind	Be safe
<ul style="list-style-type: none"> • Be ready to learn • Work hard and try your best • Learn from your mistakes and have the courage to have a go • Ask for help when you are stuck 	<ul style="list-style-type: none"> • Show respect and kindness to everyone • Be polite (TOPS) • Treat everyone fairly • Look after each other 	<ul style="list-style-type: none"> • Move sensibly and calmly around the school • Be safe online • Use words not actions • Tell a member of staff if you have concerns about yourself or someone else • Look after our school environment
It's good to be green!		

Roles and responsibilities

Children	Parents/carers	Staff	Headteacher	Governing Body
<p>Be ready, kind and safe</p> <p>Demonstrate our school values of respect, excellence, adventure, care and health</p> <p>Understand that some children will need a different approach</p> <p>Work with adults to learn how to self-regulate</p>	<p>Support the school in upholding its values of respect, excellence, adventure, care and health</p> <p>reflect and model positive communication with children, staff and other families</p> <p>Be aspirational for child's future</p> <p>Complete expected work at home</p> <p>Attend all parents evenings and celebrate their child's achievements</p> <p>Demonstrate integrity in their attitudes and behaviour towards the school</p> <p>Actively engage in child's educational journey</p> <p>Behave safely and kindly</p> <p>Accept support from professionals and engage with parental support services as offered</p>	<p>Model positive communication, for example through apologies</p> <p>Actively listen to every child's voice.</p> <p>Are professionally curious, supporting all children to grow and flourish</p> <p>Support all parties who are experiencing conflict</p> <p>Explore regulation with children</p> <p>Plan an engaging and inclusive curriculum to inspire all learners</p> <p>Make adaptations to ensure all children can be successful</p> <p>Uphold the high standards of behaviour that we expect</p> <p>Celebrate positive behaviour, regardless of previous incidents</p>	<p>Review this policy in conjunction with the FGB</p> <p>Ensure that the environment encourages positive behaviour</p> <p>Ensure that staff deal effectively with poor behaviour</p> <p>Monitor the policy is implemented by staff consistently with all groups of children</p> <p>Ensure that all staff understand the behavioural expectations and the importance of maintaining them</p> <p>Provide new staff with clear induction</p> <p>Ensure that appropriate training takes place</p> <p>Ensure that the behaviour data from is reviewed regularly</p>	<p>Review and approve the written statement of behaviour principles (Appendix 1)</p> <p>Review this behaviour policy in conjunction with the headteacher</p> <p>Monitor the policy's effectiveness</p> <p>Hold the headteacher to account for its implementation</p> <p>Support the well-being of all staff</p>

Promoting good behaviour

At Frogmore Infant School, we promote positive behaviour and recognise children's individual behaviours and their attitude to learning. We recognize that the use of calm and consistent behaviour management strategies, an exciting and well considered curriculum and strong trusting and respectful relationships support children to make good behaviour choices.

A range of strategies are used to promote good behaviour and encourage children to take responsibility for their own behaviour. The children are taught these strategies. Children have the opportunity to determine their own strategies as appropriate.

Incentives and support systems

Zones of regulation	These help support emotional literacy and underpin our policy by helping children communicate.
High quality inclusive teaching	At the core of all we do is high quality inclusive teaching which inspires and engages all children.
Strong professional relationships	We expect all staff to form sincere and professional relationships with children in order to foster a culture of respect, care and fairness.
Conditional praise and catching good	Praise is specific and sincere so children know which behaviours to repeat Sharing work or choices with another staff member
Stickers	Stickers are awarded when children demonstrate our school values/Green Code.
Smiley Stickers and Smiley Awards*	The aim of the Smiley Awards is to reward children for good behaviour/values in action and so enhance their self-esteem. Each child starts with a card with a smiley face on it, but to gain a Smiley award, children are seen to follow the Green Code/values in action. A Smiley Award can be given by anyone who works in the school. When a child is given a Smiley Award he/she is able to place sticker on their card. Once a child has completed the card they will receive a smiley badge. They are able to choose to do so in Celebration Assembly or receive it individually. The teacher should complete a good to be green certificate with the child and this is handed out with the badge. The certificate should indicate what the child is proud to have achieved.
Whole class rewards- YR Smiley ball jar Y1 and Y2 Frog reward	The children collect balls/frogs for following specific class targets. Once completed, the children receive a reward. This will have been voted for by the children, will be meaningful and the system fully understood by all children.
House points	All children in the school are assigned to house teams.
TOPS badges	Children are rewarded for being consistently polite (Thank you, Open doors, Please, Share) with TOPS badges. Staff choose pupils each week to receive the badge in Celebration Assembly
Trusting children with positions of responsibility within the school, valuing their contribution and encouraging them to have a sense of ownership	librarians, sports ambassadors, class monitoring roles, Y2 Helping Hands Pupil voice
Autonomous classroom awards	All staff follow the Behaviour Policy with room to offer spontaneous/personal incentives

Individual learning plans

These will be discussed with parents if a child would benefit from a tailored approach to their behaviour

*Card one	(10 Smileys)	on green card	Green Badge
Card two	(10 Smileys)	on yellow card	Yellow Badge
Card three	(10 Smileys)	on red card	Red Badge
Card four	(15 Smileys)	on orange card	Orange card
Card five	(20 Smileys)	on blue card	Blue Badge
Card six	(20 Smileys)	on white card	White Badge
Card seven	(20 Smileys)	on lilac card	Star badge

Each class will have a 'Good to be Green' drawer containing mini traffic lights, stickers, stamps, notes, blank invites to Celebration Assembly, blank Celebration Assembly certificates

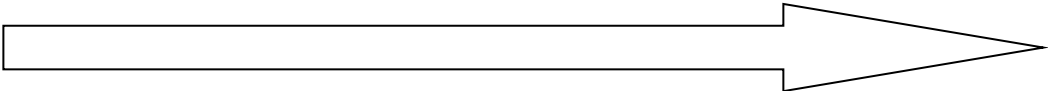
Dysregulated behaviour

When children are not demonstrating our school rules; **be ready, be kind, be safe**, staff are trained to recognise if the pupil is able, at that point, to regulate their own behaviour. For these children, encouraging them to make a good choice which clearly articulates expected behaviour using positive language, will be sufficient. Unregulated behaviour can be recognised, in its simplest form, as children who are in fight, flight, freeze or flop mode, this is considered to be a state of crisis.

If children are dysregulated, school staff will prioritise supporting them to regulate their emotions before talking to them about their behaviour and conduct. Adults will then re-establish their relationship with the child, before moving onto a restorative approach. We use a stepped approach- regulate, relate and restore. The aim is to help the child to correct their behaviour and to learn from their mistakes. The table below details the expectations of staff for recording/supporting types of behaviour:

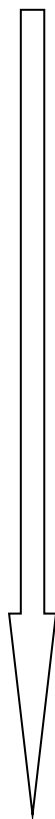
Low level behaviours	Ongoing dysregulated behaviour	Challenging behaviour incident
	Ongoing behaviour that impacts on the safety/wellbeing/learning of pupil themselves or others	An incident that results in a violent incident form/suspension/removal/restraint
Follow stepped approach	Parental involvement ABCC/behaviour log ILP Risk assessment Outreach support	Checklist for challenging behaviour incident completed Parental involvement

All routines and consequences can be adjusted to suit the needs of pupils with SEND or additional needs.



Regulate	Relate	Restore
<ul style="list-style-type: none"> Label the emotion: wonder, imagine, notice with the child around the emotion e.g. I am wondering if you are feeling angry as I have noticed you are scrunching your hands Limit the behaviours: make sure everyone is safe and if required, share clear behaviour boundaries e.g. 'if you do X, then you will hurt yourself and that is not showing our school rule of being safe.' Lid closure: When children are dysregulated, the amygdala fires and they are not able to engage the part of the brain that helps them to make good decisions, show empathy and problem solve. We refer to this using the analogy 'flipping the lid.' We need to help children 'close the lid' so that the decision making part of their brain is reengaged. 	<p>It is important for the adult to re-establish a bond with the child to enable them to engage in the restorative stage of the process.</p>	<p>The aim of restorative actions, is primarily to change behaviours and help children to understand the impact of their actions. Restorative actions and responses are ways for taking positive responsibility for making amends, making personal changes and for developing a greater sense of belonging within our school community.</p> <p>We use emotion coaching as our key process.</p>

Supporting children to regulate



Regulate	
Label the emotion Wonder Imagine Notice-WIN Use of distraction	I wonder if you are feeling... I imagine you are feeling ... I notice you are... I can see that you are in the Zone I bet you can't, post it job, movement break
Limit the behaviour	Safety is a priority- make sure everyone is safe Use of distraction-talk about something else, ask child to complete a job/ say something surprising/ BOUNCE Consider change of location/activity Use of visuals Zones of Regulation
Close the lid- help children to reengage the decision making part of the brain	5 mins calm down time Reduce sensory overload Provide alone time with adult in proximity Change of face Movement Distraction

Use of stepped response – always an opportunity to restore and repair	
1.	Reminder- Encourage child to make a good choice- clearly articulating required behaviour using positive language
2.	Verbal/visual warning- repeat make a good choice- clearly articulating required behaviour using positive language
3.	Response/consequences e.g .loss of break time, complete missed learning
4.	Repair
5.	Restore conversation – emotion coaching

I have noticed that you are ...
You are not showing our school rule of...
You need to...
Thank you for listening

Repair	
Re-establish a bond with the child to enable them to engage with the restorative process	
Strategies	Example
Talk about a shared interest	I saw a lovely horse the other day. I thought of you because I know you love horses
Take part in a small activity together	sharpening pencils jigsaw
Tell them something they might be able to relate to and ask a question	I went to the park at the weekend. Do you like the park? What do you like doing?



Use of stepped response- adult language reminders		
Positive interaction	Rationale	Example
Thank you not please	The thank you implies you expect the child to comply	Billy, hat off thank you Hands up and wait thank you
Nice and nice	Giving the child a win win choice	Are you going to use the red or blue pencil? Shall we start with question 1 or question 2?
Nice and nasty	Important to use matter of fact/non emotive tone Indication of sanction	Either it's finished now or it will have to be finished during lunchtime
Take up time	Gives pupil time to comply	Confidently give instruction, turn and walk away/give attention to another pupil, with the expectation the pupil will comply
Ear shotting	Gives pupil time to comply	Speaking aloud within the child's earshot
Don't say don't	Tell them what you want them to do	Walk in the corridor thank you In our class we stand in a line without touching our friends
Proximity praise	Model expectations	That's really quiet sitting Matthew. Thank you Matthew is ready, George is ready, just waiting for one more girl
Non-verbal signal		Open, positive body language.- thumbs up, smile, the look!

Consequences

Consequences are restorative. We recognise that all behaviour is a means of communication.

We believe it is the certainty and consistency of the consequence that matters, not the severity. We never use putdowns or sarcasm when applying a consequence.

Time missed	This may be at break or lunchtime. These are not 'detentions' and are designed to help children process the incident. Children are always supported to have a restorative conversation as part of this.
Completing missed work at playtime/lunchtime	Children complete work that has not been completed during learning time. Children are always supported to have a restorative conversation as part of this.
Phone call home/request for meeting	As part of our Home-School Agreement, we expect all parents/carers to support our school's policies and we inform parents of any significant or repeated incidents of behaviour.

Serious and Inappropriate Behaviour

We refer to serious behaviour as when a child has lost self-control or when child/children and or staff are put at significant risk. Such behaviour may result in internal isolation. During this time, children will complete work set by the class teacher. This will be a fixed amount of time with support to reintegrate the child back to the classroom. Restorative conversations are a key part of this process. Staff use CPOMS to record serious and inappropriate behaviours and inform the headteacher. The following behaviours are not acceptable at Frogmore Infant School:

Verbal abuse	Racism of any kind, homophobic comments, swearing and inappropriate sign language (hand gestures), shouting at others aggressively
Physical abuse	Any unacceptable contact with another child or adult e.g. punching, kicking, pinching, hitting, biting, slapping, grabbing, spitting
Mental abuse	Bullying (see anti bullying policy)– unkind behaviour that is persistent, targeted from and towards the same person
Prejudiced based and discriminatory bullying (also defined as child on child abuse)	Bullying can be based on • Race (racist bullying) • Sexual orientation (homophobic or biphobic) • Special educational needs (SEN) or disability • Culture or class • Gender identity (transphobic) • Gender (sexist bullying) • Appearance or health conditions • Religion or belief • Related to home or other personal circumstances • Related to another vulnerable group of people
Sexual Violence and Sexual Harassment	Lewd behaviour, sexual abuse, bullying, graffiti, harassment, sexual contact including; pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers, sharing of sexual images or videos
Threatening behaviour	Intimidation towards children or adults (including carrying an offensive weapon), using the body in a manner that feels uncomfortable and confrontational towards others (e.g. using your body to block their path), non-verbal gestures that indicate swearing
Damage, vandalism, graffiti	Including damage to school or personal property belonging to any member of the school community, if a child's actions have caused damage to anyone's property the child will be expected to tidy/clean/replace the damaged property
Theft	Selling and dealing in stolen property, stealing from local shops or on a school outing, stealing school property
Use of ICT	Inappropriate use of school ICT e.g. bullying, researching explicit materials
Cyber bullying	Bullying by texts or messages or calls on mobile 'phones, use of mobile

	'phone cameras to cause distress, fear or humiliation, posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites, using e-mail to message others, hijacking/cloning e-mail accounts, making threatening, abusive, defamatory or humiliating remarks in on-line forums
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Serious consequences

Removal from classrooms

Removal is when a child is taken out of the classroom in order to:

- Restore order if the child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Removal is a serious sanction. Staff will only remove children from the classroom/area once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Children may be removed to a safe space around the school including the Deep Space Room in Picasso Class. Only trained staff may use escorts/restraint and this is a last resort.

Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Children will be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as nurture room provision, multi-agency assessment and support. This will be recorded on an ILP/risk assessment.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on the Removal Form and give to the Headteacher or in her absence, a member of SLT who will complete their section of the form and then upload to CPOMS.

Suspension and permanent exclusions

These sanctions are only used in very serious circumstances, where the education or wellbeing of children at the school is at risk due to the behaviour of a child or group of children. The use of suspension or exclusion is carried out in accordance with the Hampshire County Council Procedures on Suspension and Exclusion and DfE statutory guidance (see link below) ensuring that all procedures have been correctly adhered to. We provide pastoral care for staff members should they be involved in any of the serious behaviour events (listed above) as safeguarding our staff's well-being is just as important as that of the children.

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Physical or verbal abuse of a member of staff

Where staff are hurt with intent, staff must complete a violent incident form and write an account of the incident detailing events preceding the abuse. The Headteacher will investigate and work with staff to review ILPs/risk assessments.

Use of reasonable force/Team Teach

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force. We have a policy which gives more detailed guidance on the use of restrictive physical intervention. This policy is available on the school website- www.frogmore-inf.hants.sch.uk

Confiscation, searches, screening

If we have an incident where confiscation or a search was necessary, we will follow the government's guidelines:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Banned items

The following items are banned on the school premises: alcohol, illegal drugs; stolen items; tobacco and cigarette papers; E-cigarettes or vapes; fireworks; pornographic images; pupil mobile phones and internet devices; any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

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 behaviour 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 policies, and consider whether social/emotional support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policies for more information (available on the school website).

Pupil transition

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

Responding to misbehaviour from pupils with SEND

The school recognises that pupils' 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 pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil 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. In addition we will assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made. These are recorded on a child's ILP/behaviour risk assessment.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil 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 pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils 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 pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour in line with this policy. Behaviour management forms part of continuing professional development.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governing board.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the full governing board annually.

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH OUR ANTI-BULLYING POLICY

Appendix 1: Written statement of behaviour principles

- High standards and expectations of behaviour lie at the heart of a successful school
- Children have the right to learn and achieve their full potential
- All children, staff, visitors and other members of the school community have the right to feel safe at all times at school
- All members of the school community are expected to behave responsibly and to treat each other with respect
- Frogmore Infants is an inclusive school and we believe in equality and valuing the individual – all members of the school community should be free from discrimination
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness
- We believe that positive behaviours should be acknowledged to encourage good behaviour in the classroom and elsewhere in school
- The school's legal duties in order to comply with the Equality Act 2010 are reinforced through the Behaviour and Anti-Bullying Policies
- We recognise that some pupils may need additional support to meet behaviour expectations, which they should receive
- The use of rewards and consequences must have regard to the individual situation and the individual child. Consequences will be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors wish to emphasise that violence, threatening behavior or abuse by pupils or parents, towards school staff, will not be tolerated

Appendix 2: School behaviour curriculum

stop in class	Are you listening Look at me (hands on knees, that means everyone)
stop in assembly	copy clapping
moving a to b	1- <i>Stand up</i> 2- <i>Move</i> 3- <i>Final instruction</i>
walk in corridors	
stop at playtime	whistle stop, whistle move calmly to line up