



Churchfields Infants' School

Behaviour Policy

June 2026

Approved by Governing Board: June 2026

Signed by chair: _____

Next Review Date: June 2027

Introduction

Children's learning in all areas, academic, social and personal is best supported in a school environment where children feel happy, safe, valued and motivated to achieve.

The Behaviour Policy for Churchfields Infants' School sets out a clear, consistent, and inclusive approach to behaviour management, in line with the National Curriculum framework and the latest Ofsted Education Inspection Framework. The policy aims to create a safe, respectful, and supportive environment where all pupils can thrive academically, socially, and personally. It reflects statutory requirements, inspectorate expectations, and research-based best practices, ensuring that behaviour education is embedded across the curriculum and school life. Where a child consistently struggles to behave positively, we look for any underlying causes and aim to address these through our own provision and through working with families and outside agencies.

Aims

This policy aims to:

- provide a consistent approach to behaviour management
- define what we consider to be unacceptable behaviour, alongside our Anti-Bullying Policy
- outline how pupils are expected to behave
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Legislation and statutory requirements

The Behaviour Policy is underpinned by the following statutory requirements:

- **Education Act 2002 (Section 175):** Duty to safeguard and promote the welfare of pupils.
- **Education and Inspections Act 2006 (Sections 88-94):** Duty to promote good behaviour and discipline; requirement for a written behaviour policy and statement of principles; authority to discipline pupils for misbehaviour on and off school premises.

- **Equality Act 2010:** Duty to eliminate discrimination, advance equality, and foster good relations; reasonable adjustments for pupils with protected characteristics.
- **SEND Code of Practice 2015:** Requirement for reasonable adjustments and individual behaviour support for pupils with SEND.
- **Keeping Children Safe in Education 2026:** Safeguarding responsibilities, including addressing peer-on-peer abuse, sexual violence, and harassment.
- **Searching, Screening and Confiscation (DfE 2024):** Legal powers and protocols for searching pupils and confiscating items.
- **Use of Reasonable Force in Schools (DfE 2026):** Guidance on the use of reasonable force to prevent harm.
- **Health and Safety at Work Act 1974:** Duty to ensure the health, safety, and welfare of staff and pupils.
- **Relationships Education, RSE and Health Education (DfE 2024):** Statutory requirement to teach about respectful relationships, mental wellbeing, and personal safety.

Expectations and Principles

We believe that good behaviour is essential in order to enable all of our children to achieve their full potential.

- Good behaviour promotes effective learning; effective teaching and learning promotes good behaviour.
- We believe it is important for children to be aware of their behaviour and its impact on others.
- Children need to be supported to take responsibility for their behaviour and be actively involved in finding solutions to any difficulties.
- There is always an opportunity for children to make amends and to put things right.
- We believe that children's behaviour is a form of communication and therefore it is essential that staff are aware of any changes in behaviour. Where children consistently struggle to meet our expectations, we look for any underlying causes of their poor behaviour and aim to address these.

Our Golden Rule is '**We look after ourselves, other people and our school.**'

The school expects every member of the school community to follow the golden rule and to behave in a considerate way towards others. Central to this is choice: we refer to good choices and bad choices.

By using the language of choice we:

- promote self-management of behaviour and enable some reflection on the behavioural choices which exist;
- avoid labelling children – instead we refer to the choices we all make and that we should always try to make good choices.

Consider adding:

Curriculum Coverage

Behaviour education is integrated throughout the curriculum, including:

- **PSHE (Personal, Social, Health and Economic Education):** Developing self-regulation, empathy, conflict resolution, and understanding of rules and consequences.
- **Relationships Education:** Teaching about respectful relationships, caring friendships, online safety, and consent.
- **Citizenship:** Understanding laws, responsibilities, and the impact of behaviour on others.
- **SMSC (Spiritual, Moral, Social and Cultural) Development:** Promoting respect, tolerance, and social responsibility.
- **Whole-School Ethos:** Embedding behaviour expectations in all aspects of school life, including assemblies, classroom routines, and playtimes.

Key skills developed include:

- Self-control and emotional regulation
- Understanding right and wrong
- Respect for diversity and difference
- Taking responsibility for actions
- Building positive relationships

Curriculum Implementation

- **Explicit Teaching:** Behaviour expectations and social-emotional skills are taught directly through PSHE, Relationships Education, and across the curriculum.
- **Modelling and Role-Play:** Staff model positive behaviour and facilitate role-play and restorative conversations.
- **Consistent Routines:** Shared language, routines, and expectations are established and reinforced in all settings.
- **Positive Reinforcement:** Frequent, specific praise and recognition systems (e.g., stickers, certificates, Headteacher awards) celebrate positive behaviour and effort.
- **Restorative Practice:** Structured restorative conversations repair relationships and support accountability.

- **Zones of Regulation:** Visual tools and emotional check-ins help pupils identify and manage their feelings.
- **Safe Spaces:** Calm areas are available for emotional regulation and reflection.
- **Parental Engagement:** Regular communication with families about behaviour expectations, successes, and concerns.
- **Trauma-Informed Approaches:** Staff provide predictable routines, emotional support, and adapt responses for pupils with adverse experiences.

Promotion of good behaviour

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, we aim to 'catch' good behaviour.

Children are encouraged to make good choices at all times. They will be supported to:

- follow the golden rule and our motto '**Growing Together: Every Day in Every Way**'
- understand what good behaviour means
- be aware of their behaviour and its impact on others
- take responsibility for their actions
- learn to care for themselves and each other

Across the whole school, children are supported to understand when their behaviour needs to change through the use of our class behaviour management systems. Each class/ year group decides which system is most appropriate for their class/year group according to their needs, however each system should follow the above principles and be clear and consistent. There should always be the opportunity to turn things around by making good choices.

We expect our staff to be role models to the children of Churchfields Infants' School through the way in which they speak to students, deal with their disagreements and encourage them to express their feelings and acknowledge the feelings of others. We will ask questions about what has happened, show that we have listened to all parties involved, value their input and invite suggestions about how to repair the problem. In so doing, children are given the opportunity to reflect on their experience, listen to each other and build emotional awareness, as modelled by the adults.

Staff will:

- ensure all children are clear about our expectations of behaviour at the beginning of the year
- regularly discuss the rules and remind children of school's expectations

- plan quality learning tasks which engage and motivate all learners
- praise good choices
- catch children behaving well
- be alert to signs that a child may be becoming angry or upset and take steps to intervene and prevent escalation of behaviour
- use PSHE time (personal, social and health education) to promote children's understanding of the rules and how their behaviour can affect other people
- follow the guidance in the school behaviour policy in a fair and consistent way
- use school guidance to ensure they are consistent when deciding on sanctions
- keep a record on CPOMS and relevant notes on any misbehavior
- be aware of, and on the lookout for, any peer-on-peer abuse. As discussed in Keeping Children Safe in Education 2024, we are vigilant even with very young children.
- keep parents/carers informed about their child's behaviour and relationships
- ensure the health, safety and welfare of all children.

Sexual Violence and Harassment

Despite the young age of our children any inappropriate touching or concerning behaviours will be dealt with discreetly, swiftly and with appropriate consultations within the safeguarding team. Staff have a duty to be aware of, and respond appropriately to, any coercive or harassing behaviour as stated in Keeping Children Safe in Education 2023.

This would then be relayed in an appropriate way to parents concerned and dealt with in an age appropriate and swift way within school.

We are also vigilant to behaviours that may be precursors to coercive behaviour, since we have such young children. Again, this will be dealt with in an age appropriate and swift way with children affected.

We work in partnership with families and expect parents and carers to:

- be aware of the school rules
- celebrate their child's achievements and show an interest in their school life
- ensure that children arrive at school on time
- work with the school to model high expectations of behaviour
- work with the school to support us in improving children's behaviour
- act promptly at the request of the school by telephone or letter in the instance of a discipline problem
- ensure that their child wears the correct uniform at all times
- support the school's decision when applying sanctions

We firmly believe that the best way to ensure high standards of behaviour is to have clear expectations, to recognise achievement and celebrate success.

Emotional Well-being

For children to achieve their best, they need to feel safe, valued and motivated. In order to achieve this, staff will:

- greet children in a welcoming manner
- treat each child fairly, with respect and understanding
- model positive relationships
- use focused praise and promote a growth mindset
- display a visual timetable at the front of the classroom so that the routines of the day are clearly visible to all children to ensure that children know that they can ask to speak to staff (either class-based staff or others) if they have something they want to discuss.

Developing Rules

At the beginning of every year, class teachers spend time discussing behaviour. The children agree how they will behave and class teachers and support staff will then support the children to turn their thoughts into rules.

Playground rules will be revisited at the beginning of every year and discussed regularly in assemblies and in class.

All staff will set high expectations of children's behaviour and attitude in the classroom and around the school.

In the classroom, the expectation is that children will listen well to adults and to each other and that they will settle quickly to work independently, developing strategies and confidence to persevere with work that is challenging. Strategies include:-

Trying a different way of approaching a problem, using resources to help, looking at the examples on display, asking someone else on your table.

Around the school, the expectation is that children will walk, behave safely and treat each other and adults with respect.

We use the Zones of Regulation in order to help and support children to understand how they are feeling and how to return to a state of green – the state where we are open and ready for learning.

Rewards

Rewards include praise, smiles, thumbs up, Marvellous Me messages, stickers, Hi-5s, class reward systems, being sent to another adult for acknowledgement, being placed in the Head teacher's Golden Book, talking to parents/carers, being chosen for roles of responsibility in the classroom or around the school.

Adults should be aware of how and when praise is given in order to ensure that all children are acknowledged when they try hard. Praise should be immediate for our youngest children.

Every week in an assembly, we celebrate the behaviour and/or achievement of children who have been given a Head teacher award.

Sanctions

At Churchfields, we employ a number of sanctions to reinforce the rules of behavior.

We employ each sanction appropriately to each individual situation and ensure that sanctions are related, respectful and reasonable. Sanctions demonstrate that misbehaviour is not acceptable, the disapproval of the school community and may deter others from similar behaviour.

Sanctions range from a warning, to being asked to move, to time-out in another area, to sitting in the Thinking Space, to meeting with parents or in extreme circumstances to exclusion.

All adults deal calmly with poor behaviour. A raised voice will not be used.

The adult will speak at a reasonable level and ensure that they are close enough to the child/ren to speak more privately and quietly to them. Adults will be non-confrontational in their body language and tone of voice, while being firm and clear, and seek to calm and de-escalate any difficult situations.

We have a clear framework which we all use to ensure consistency across the whole team (see Appendix 1).

Restorative approach

Consider adding – restorative table as annex

We use a restorative approach in order to resolve conflict. It promotes being honest, taking responsibility, acknowledging harm done and being willing to make amends. In doing so, it creates accountability and develops key life skills.

The restorative approach is based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills to identify solutions that repair any harm done and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem.

Restorative justice involves giving every child the opportunity to explain what happened and insisting that they listen respectfully to everyone else, so everyone involved is asked in turn what happened. It focuses attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and ensuring everyone is given the same opportunity to speak. It encourages the children to reflect on how they felt at the time and how they feel about what happened once they have had the chance to calm down, enabling them to see how their emotions can get out of control and understand the need to control them. It ensures the process is seen as fair, therefore encouraging honesty and provides a safe environment so that responsibility can be acknowledged and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability. By looking at what harm has been caused it brings the participants together to develop a solution. This allows them to take ownership of the solution making it much more likely to succeed.

This process can be quick when dealing with minor incidents, but takes longer with more serious or long-standing issues. The adult dealing with it needs to ensure that appropriate sanctions or reparations have been agreed at the end of the process.

Questions to help with restorative conflict resolution

What happened?

What were you thinking and feeling at the time?

How do you feel about what happened now?

Have you upset anyone?

Did you make a sensible choice?

Do you think you behaved fairly/kindly?

Would you like to be treated in that way? (Refer to golden rule)

What do you need to help you feel better?

What could you do to put things right?

How can you make sure that this doesn't happen again, what would you do differently?

Behaviour Plans

Where a child has continuing difficulties or where there has been a serious incident, a behaviour plan may be drawn up with the child. This will involve working with the child to identify the behaviour that needs to change, any triggers that cause the behaviour, and targets, strategies and support for making the required changes.

The Behaviour Plan is divided into three colour coded sections; Green - negative behaviours that will be tolerated for the time being, Amber - negative behaviours that require an action to address them quickly and Red - negative behaviours that will not be accepted and will require the child to be removed immediately. It is critical that some negative behaviours are tolerated whilst the child is learning how to behave appropriately and the impact should be that the Red behaviours will gradually disappear and be replaced by the Amber, then Green until a plan is no longer required.

Communication with parents/ carers will ensure that they can contribute to the process, understand the expectations and support the child at home.

Internal Exclusions

There may be some occasions where a child's negative behaviour continues despite the support and sanctions above. When this happens, or in the case of a very serious incident, a child may be excluded internally. This means that the child attends school, but is placed for a fixed, longer period of time in a class other than their own. They will be given appropriate work to do by the class teacher and will spend playtimes under the supervision of an adult. Before the internal exclusion ends, there will be a restorative discussion with the child in which they are supported to understand the consequences of their actions, make amends and agree the expectations of their behaviour on return to their own class.

Special Needs

Whilst every effort is made to ensure our procedures support children to make good choices, we know that some children have additional needs. When this is the case, we will work to identify any underlying needs or causes of poor behaviour and work closely with parents/carers and outside agencies to provide appropriate support which may include:

- establishing an individual behaviour plan, including preventative measures
- support from the Learning Mentor
- working with external agencies e.g. LA advisers, CAMHS, SEaTTs (Redbridge outreach)
- individually tailored provision in school to support behaviour, learning and emotional development.

Recording and Monitoring

Any serious behaviour incidents or repeated sanctions involving use of time out or the thinking space will be recorded on CPOMS by the person who has given the sanction, copying in the relevant member of the Senior Leadership Team. All concerns regarding bullying must be entered onto CPOMS. Any other concerns may be recorded in a notebook or separate log.

The database will be monitored and analysed on a half termly basis by a member of the Senior Leadership Team so that problems and patterns can be identified and support for pupils put in place where required.

Exclusions

SEE exclusions policy

The decision to exclude a child will be taken in the following circumstances:

- in response to a serious breach of the school's behaviour policy
- if allowing the child to remain in school would seriously harm the education or welfare of the child or of others in the school.

Exclusion is an extreme sanction and is only administered by the Head teacher (or, in the absence of the Head, the member of SLT who is acting in that role.) Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the child concerned. Before deciding whether to exclude a child either permanently or for a fixed period the Head teacher will:

- ensure appropriate investigations have been carried out
- consider all the evidence available to support the allegations, taking into account the school policies
- allow the student to give her /his versions of events
- check whether the incident may have been provoked.

Exclusion procedure

Most exclusions are fixed term and are of short duration. The DfE regulations allow the Head teacher to exclude a child for one or more fixed periods not exceeding 45 school days in any one school year.

Parents/carers will be contacted immediately and a letter will be sent by post giving details of the exclusion and the date the exclusion ends. They have a right to make representations to the Governing Board and the local authority as directed in the letter.

The governors have arrangements to promptly review fixed term exclusions which would lead to a child being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

The governors have arrangements to promptly review permanent exclusions and all fixed term exclusions that would lead a child to being excluded for over 15 days in a school term or missing a statutory examination.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises and that daytime supervision is their responsibility. Work will be provided by the class teacher.

A return to school meeting will be held following the expiry of the fixed term exclusion.

Permanent exclusion

The decision to exclude a child permanently is an extremely serious one. There are two main reasons for permanent exclusions being considered.

1. The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant behaviour.
2. When a serious criminal act has been committed. The school will involve the police.

Roles and responsibilities

The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the Head teacher and monitor the policy's effectiveness, holding the Head teacher to account for its implementation.

Head teacher

The Head teacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board giving due consideration to the school's statement of behaviour principles (appendix 1). The Head teacher will also approve this policy.

The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- consistently implementing the behaviour policy
- modelling positive behaviour
- developing a positive relationship with pupils
- creating and maintaining a stimulating environment that encourages pupils to be engaged
- providing a personalised approach to the specific behavioural needs of particular pupils
- recording behaviour incidents

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- support their child in adhering to the pupil code of conduct
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

Pupils are expected to:

- follow Our Golden Rule
- show respect to members of staff and each other
- make responsible choices that respect the rights of others
- behave in an orderly and self-controlled way
- in class, make it possible for all pupils to learn
- move sensibly around the school
- treat the school buildings and school property with respect
- wear the correct uniform at all times

- accept sanctions when given.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Physical restraint

In some circumstances, staff may use reasonable force (hold) to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property

All staff who may need to carry out a hold are required to be Team Teach trained. At Churchfields we will attempt all forms of de-escalation before any form of hold is adopted. Any hold should only be used if:

- it is reasonable, proportionate and necessary
- applied using the minimum amount of force and for the minimum amount of time possible
- used in a way that maintains the safety and dignity of all concerned
- never used as a form of punishment
- recorded in the log book in the Head teacher's office and reported to parents.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Lead will 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 to create the plan and review it on a regular basis.

Pupil transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour as part of their induction process. We train selected members of staff in the proper use of restraint. Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the Head teacher and full governing board every 2 years. At each review, the policy will be approved by the Head teacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every 2 years.

Links with other policies

This behaviour policy is linked to the following policies and documents

- Equality Policy
- Equality and Diversity Statement
- Safeguarding Policy
- Keeping Children safe in Education [2026](#)
- Anti-Bullying Policy
- RSHE Policy
- Parent Conduct Policy
- Complaints procedure
- [Exclusion Policy 2025](#)

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupil's home life

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

This written statement of behaviour principles is reviewed and approved by the full governing board every year.