Marchwood Church of England Infant School

Behaviour Policy and Statement of Behaviour Principles

Headteacher: Sally Atkins

Date approved: November 2026

Signed:

Next review due: November 2027

At Marchwood CE Infant school our core Christian vision and values of **Love**, **Courage** and **Hope** are the foundation of our vision and shape everything we do. These values are shared with everyone and are displayed around the school so adults and children are aware of expectations.

Love: All children and adults understand that love enables us to have compassionate hearts for those facing difficulty and to welcome all people into our school. We recognise that we need to love the world we live in, love ourselves and each other and also love learning.

Courage: We encourage our children to be courageous in their learning and to understand that setbacks allow us to recover and grow. Children are supported to stand up for their beliefs and we aim to foster an environment where children can be brave with their ideas and emotions.

Hope: We support children to understand that we learn from our mistakes and that we can respond positively to our disappointments. God gives us hope for the future and we strive to continue even when things are difficult.

Ethos / Principles

At Marchwood Infant School we understand that it is everyone's responsibility to support children to develop socially acceptable behaviours that will prepare them for the wider world. The relationship between school is therefore highly important to us.

We understand that all behaviours are a form of communication and although we hold consistently high standards for children, regardless of background or home environment, we will always endeavour to understand, unpick and remove barriers so that all children can be successful learning and communicators.

Our system is one of consistency routed in kindness and relationships. We have three core rules (ready, respectful, safe) that are the key behaviours pupils need to be a successful learner at our school. These rules are known by all staff and pupils to help ensure everyone is consistent with these expectations. The behaviours are displayed throughout the school, with exemplification statements and posters.

Adults in the school aim to develop trusting relationships with all children and their families, so that children feel safe, cared for and know that all adults will listen to and respect their views.



All adults will support children to become:

Co-operative and collaborative	Creative and imaginative	Enthusiastic, curious learners	Resilient, confident and ambitious	Effective communicators	Self-aware	Brave and enterprising	Equipped for the world

Aims of our behaviour policy

- To promote high standards of behaviour that extend beyond the school gate
- To encourage a calm, purposeful and happy atmosphere where children can learn.
- To enable children to understand how their actions impact others and how to repair and rebuild relationships when appropriate.
- To provide a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To clarify the roles and responsibilities of different people in the community with regards to supporting children learning to manage their behaviour
- To underpin our core Christian values of Love, Courage and Hope.

Within our Christian context:

We believe children have a right to:	**Children will respect this right by:**
• Be listened to appropriately • Work without disturbance • Be safe in school • Have their strengths and efforts recognised • Learn how to regulate their emotions • Feel cared for and supported • Learn how to interact as part of a social group	• Talking to each other and discussing issues • Approaching adults and using their words to discuss worries and concerns • Work on understanding and talking about their feelings • Trying to see others point of view • Taking responsibility for their own behaviour • Being polite and showing respect in all interactions

We believe adults have the right to:	**Adults will respect the right by:**
• Teach without disruption • Be listened to • Be treated with respect	• Being approachable, speaking kindly and listening to children • Being consistent whatever their role or time of day • Communicating with each other professionally • Having updated and sufficient training • Allowing the children chances to grow emotionally and academically with support

Restorative approach

Our school is part of a warm, welcoming community and we work hard to build strong relationships with families and children. We understand that children are still learning and will make mistakes and we believe these mistakes are vital to help us understand and grow. Children in our school know that they are loved unconditionally because this is the embodiment of Jesus' love for us all. When dealing with disappointing or inappropriate behaviour, forgiveness, understanding and reconciliation are a key part of how we help our children flourish. We support our children through a Restorative Practise approach. This includes using the conversation prompts below:

- What happened?
- What were you thinking?
- How were/are you feeling?
- Who do you think has been affected?
- What needs to happen/do you need to do now?
- How can we support you to make the right choices next time?

To support this approach, we record inappropriate behaviour using the ABC method so we can identify any specific triggers or difficulties that may lead children to make poor choices.

For the purpose of this policy, the school defines **"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
- Lack of correct equipment
- Use of mobile phones without permission
- Graffiti

"Serious unacceptable behaviour" is defined as:

- Aggression towards another child or adult
- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g., violence, running away from school, 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

Positive Reinforcement

At Marchwood C of E Infant school, we work hard to develop children's intrinsic motivation so they can pursue their goals without a desire for external rewards. We understand that children need support with this development and use positive praise and other 'positive consequences' to support them through this learning. These include:

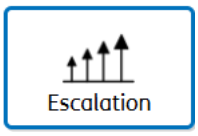
- High levels of verbal praise
- Working together to achieve class rewards through Dojo points or Jewels in a jar
- Gold coins in Worship for the class demonstrating our key values
- Celebratory certificates for individual children who demonstrates our key values or learning behaviours
- Headteacher merit cards for excellent work
- Hot chocolate with headteacher for consistently making good choices throughout a half term
- Top table for those children who demonstrate excellent choices at lunch
- Allocation of key roles in class e.g., monitors

In addition, all staff may have their own system for rewards. These are age appropriate and may include stickers that the children can put on their jumpers or sticker books.

Teaching tools

We understand that for the majority of children this focus on positive reinforcement will be instrumental in helping children develop their intrinsic motivation and skills of self-regulation. We also understand that some children may find it hard to make the right choices all of the time and we use a restorative and reflection-based system for supporting those children. Each step is presented to the children as their choice.

Low level unacceptable behaviour

1) 	Use of techniques such as quality first teaching, appropriate adaptation proximal praise, connecting, ignoring behaviour.
2) 	Use of positive language: I noticed you chose to [noticed behavior] This is a REMINDER that we need to be safe/respectful/ listening That is your first warning, please remember to [better choice], thank you. **EG—I notice that you are calling out. This is a reminder that we need to be listening. This is your first warning, please remember to put your hand up.**
3) 	I noticed you chose to continue to [noticed behaviour], This is the second time I have spoken to you and I know you can make the right choice to [better choice]. Thank you. **EG –I notice you are still not ready for your learning. I have already reminded you once so what I need to see now is you looking and listening. Thank you**
4) 	I noticed you chose to continue to (noticed behaviour). This is the third time I have spoken to you so you have chosen to spend time with me at break/lunch/play so we can reflect on your behaviour. I need to see you making the right choices now so we don't have to have time out of class to help us. Prompt for restorative conversation
5) 	I can see you are still finding it difficult to make the right choice. This means you need some time with Mrs Atkins/Mrs Fisher/another class to try to help you be ready make the right choices. I look forward to seeing you when you are ready to re-join our learning.

Throughout this process there is open communication with parents / carers.

Serious unacceptable behaviour

Dependent on age and stage of the child, serious unacceptable behaviour will result in proceeding straight to **step 5**. A child may be sent immediately to the most senior member of staff available for a serious incident. In such cases, the child's parents will be notified.

In our Early Years we are focussed on supporting children to understand how to self-regulate and manage themselves around others. Children who need support with this may receive a shorter reflection time for small acts of aggressions to reflect their understanding. Staff will follow the Restorative Practise approach. Parents may not be informed unless there is serious concern or a pattern of behaviour is identified.

Individual Challenging behaviour

Our behaviour policy is written to be flexible to meet the need of the majority of children, however for children who may be experiencing more difficulties than expected, we understand that a different approach may be needed. We recognise that when a child behaves in an unacceptable way there can be an underlying reason and we need to look for causes and triggers. In consultation with SENCo or SLT, we may consider an Individual Behaviour Management Plan to target the challenging behaviours displayed. These plans will be shared with all staff and will be reviewed half termly to ensure they are consistently used and purposeful.

Other interventions and support may include:

- Self-regulation strategies
- Emotional Literacy Support
- Reduced hour timetable
- Time out strategies
- Now and next boards
- Busy boxes
- Involvement of outside agencies (conducting observation, providing support and guidance to staff and families)

Physical intervention

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

- Causing disorder
- Hurting themselves or others
- Damaging property

The decision to physically intervene is the professional judgement of the staff member but it is always a last resort and only used in exceptional circumstances. It is not a substitute for behaviour management strategies nor can it be used as a punishment. Staff will always seek to use prevention and de-escalation strategies to manage challenging behaviour. Staff follow Hampshire County Guidance on the physical restraint of pupils and were trained in positive handling techniques in September 2021.

Physical intervention will:

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded and reported to parents

Off site and extra-curricular activities

The school's behaviour policy applies when children are:

- On a school trip
- Attending breakfast club or an after-school club and other out of hours' activities organised by the school
- Travelling to or from school
- Representing the school in off-site activities
- Wearing school uniform
- In any other way identifiable as a pupil of our school

The school reserves the right to refuse permission for any child to participate in these activities if we believe their behaviour will jeopardise their own safety or the safety of others. This will be decided in full communication with parents / carers. Teachers with concerns of this nature must discuss the situation with the head teacher. Sanctions may be applied when a pupil has misbehaved off-site when representing the school as outlined above. In these situations, school staff

can apply sanctions as described in this policy. Sanctions will only be applied on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Incidents of extreme unacceptable behaviour

If a serious breach of the rules occurs, the Headteacher may consider a fixed term or permanent exclusion of a child. Exclusion may also be considered as a consequence of repeatedly breaching school behaviour rules after exhausting all other avenues of helping the child to amend their behaviour and attitudes. If a child is excluded from school, the Local Authority Guidelines will be followed.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development. Whole school training for physical restraint has been provided.

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

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