



Behaviour & Building Relationships Policy

September 2025
Re-adopted 8.10.2025



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PURPOSE

Palfrey Infants is a Rights, Respecting School we believe it is an important part of our children's development to understand the need for responsibility. Our behaviour and relationship policy reflects Article 28 'Every child has a right to an education. Discipline in school respects a child's dignity'. With the right to an education, every pupil has the responsibility to follow the rules and try their best. They also need to ensure their behaviour allows others to learn.'

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure to allow learning to take place.

Our school motto '**Happy Children , Aiming High** ' underpins our behaviour policy.

Our school vision 'BEST- Belonging, Enjoying, Succeeding, Together' developed by Palfrey Governing Body encapsulates the importance of parents, pupils and the school working together to ensure positive outcomes.

The school has 3 guiding principles (Our Golden Rules): Be safe, Be kind, Be ready to learn. Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the 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.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

AIMS

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Outline how children are supported to behave positively.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Define what we consider to be unacceptable behaviour.

Prevent all forms of bullying (including cyber bullying, prejudiced based and discriminatory bullying)

Summarise the different roles and responsibility in the school community.

LEGISLATION AND STATUTORY DUTY

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

[behaviour-and-discipline-in-schools](#)

[Equality Act](#)

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSIE_2022 Part One.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSIE_2022_Part_One.pdf)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

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 should publish their behaviour policy online.

LEADERSHIP & MANAGEMENT OF BEHAVIOUR at PALFREY

The role of the Class teacher and support staff.

- It is the responsibility of class teacher and support staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- The class teachers and support staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The Class teacher and support staff treats each child fairly, and enforces the school rules consistently.
- The class teacher and support staff treat all children in their classes with respect and understanding.
- If a child misbehaves repeatedly in class, the Class teacher or support staff record such incidents. (Arbor Behaviour Incident)
- In the first instance, the Class teacher and support staff deals with incidents him/herself in the normal manner. (See Behaviour Flowchart)
- If misbehaviour continues, the Class teacher and support staff seeks help and advice from the Phase Leader who is the lead professional with regard to behaviour management.
- If behaviours persist seek advice from the Pastoral Mentor.
- If behaviours are identified as SEMH support from the Inclusion Lead should be sought in liaison with parents. (This will require an IEP identification under SEMH pathway)
- The Class teacher and support staff liaises with external agencies, as necessary, to support and guide the progress of each child. The Class teacher and support staff may, for example, discuss the needs of a child with the education social worker or LA inclusion support service.
- The Class teacher and support staff reports to parents about the progress of each child in their class, in line with the whole-school policy.
- The Class teacher and support staff may also contact a parent if there are concerns about the behaviour or welfare of a child.
- Adaptations for pupils with SEMH are acknowledged, however persistent disruption to learning and safety of all pupils must considered for reasonable sanctions to be deployed where necessary, this may include suspension.
- Palfrey have purchased the Mulberry Curriculum to support teaching of social emotional needs. This will be used in small focus groups or for individuals as a support programme.

The role of the Pastoral Mentor

- Support pupils to understand the expected behaviours
- Work with parents, pupils and staff to encourage appropriate behaviours
- Signpost parents to supportive parenting programmes including supporting behaviour of pupils with additional needs
- Provide pupils with opportunities to recognise positive improvements to their behaviours
- Work with the Headteacher and Inclusion Lead to support pupils behavioural and emotional needs
- Work with stakeholders to provide an outline for smooth transition in order to support emotional needs.
- Support parents with strategies for behaviours at home to ensure consistency.

The role of the Inclusion Lead

- **Support staff with strategies to scaffold learning behaviours (SEMH targets)**
- **Work alongside the Pastoral Mentor to signpost parents to workshops and support**
- **Work with the Pastoral Mentor to engage stakeholders to support parents**
- **Be the advocate for pupils with additional needs including behavioural and emotional needs.**

The role of the Headteacher

- Ensure all staff are given an appropriate induction with regard to behaviour and relationships within Palfrey Infants .
- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher liaises with other stakeholders e.g. Behaviour Specialists, Exclusions and Re-integration Team, Inclusion Team to support pupils with Emotional, Social and Behavioural issues.
- The Headteacher keeps records of all reported serious incidents of misbehaviour. (Arbor / CPOMS)
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.
- The Headteacher will organise multi agency meetings with parents to discuss how the school will support pupils displaying continued Emotional, Social and Behavioural Issues. In liaison with the Behaviour and Re-integration Team/ LA Inclusion Team / FBT Inclusion Support the decision to reduce a pupil's timetable in order to avoid suspension and develop appropriate behaviours may be used. Headteacher to complete meetings and reduced timetable paperwork for CMFE team.

The role of parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read them and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to deal with a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governing body

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
- The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

SCHOOL SYSTEMS AND SOCIAL NORMS

- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH needs.
- Behaviours are taught intrinsically in school, through our shared values and actions. We also teach explicitly learning behaviours and social norms through assemblies & our PSHE curriculum.

See Appendix 1 'Behaviour Principles (Golden Rules)' for more information

BUILDING RELATIONSHIPS

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress. The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (considering individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe.

Equally staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school.

The procedures and guidance in this document provide a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school.

It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with a member of SLT.

Building positive relationships with parents is vital in being able to work together in supporting a child having difficulties or where an incident has occurred. For most children (unless there are specific safeguarding concerns) teachers should liaise directly with the parents if they have concerns about a child's behaviour. This should be via face to face or phone call in order to ensure there is a dialogue about the child/ incident. This is then logged on CPOMS. Depending on the child and any support work taking place – this contact may be done with support from or by the learning mentor or members of SLT.

RESTORATIVE APPROACH

Our job is to teach the PUPILS we have; NOT those we would like to have; NOT those we used to have but those we have right now. ALL of them.

At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of respect, resilience, excellence, self-awareness, passion, empathy, communication and teamwork. On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, fairness and love. This links with our work around mental and physical health.

We refer to this as Bucket Filling / Bucket Dipping



If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly. If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others (Bucket Dipping) and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their right to be heard respected. We believe that through being Attachment Aware and using Emotion Coaching, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning.

RESTORATIVE LANGUAGE: We use a visual ALD to support this discussion

When our pupils find themselves in conflict or upset, we will ask them the **5 Questions** (If language appropriate to the child):

1. What happened?
2. What were you thinking?
3. How did you feel?
4. Who else has been affected?
5. What do you need now/need to do now?

We might also say to our pupils:

Have you been a bucket filler or bucket dipper?

What would you do differently next time?

What would you think or feel if this happened to you?

What are you willing to admit to?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly.

If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Restorative behaviour process and chart:

Most situations can be dealt fairly and promptly by using the above questions. If a child continues to misbehave, teachers/adults refer to the school behaviour guidelines. Appendix 1

We Aim To:

Reduce	Improve	Develop
Low Level Disruption Conflict Bullying Disruptive Behaviour Exclusions Dysregulation	Behaviour Attendance Learning Outcomes	Honesty Reflection Accountability Responsibility Emotional Literacy Conflict Resolution Skills Positive Learning Behaviours Environment Independence Resilience

CELEBRATING SUCCESS (See Praise Pyramid Appendix)

We praise and reward children for good behaviour in a variety of ways:

Adults praise children.

Children praise each other.

Adults give children Dojos Reception – Year 2, 3 certificates are awarded each term at the celebration assembly.

Each week we nominate a child from each class for 'Good Work' and 'Bucket Filling'.

Each 'Good Worker' of the week receives a certificate in the school assembly.

Each 'Bucket Filler' of the week receives a certificate in the school assembly.

We distribute good work certificates to the children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.

Each term staff award a 'Pupil of the Term' certificate and badge

Each term 5 Role Model badges (per class) are awarded to Year 2 pupils

The school acknowledges all the efforts and achievements of children, both in and out of school.

CONSEQUENCES (See Pyramid & Behaviour Flow chart)

“Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.” (The Whole Brain Child - Siegel. D., 2011)

The school employs a number of sanctions to ensure a safe and positive learning environment.

We employ each sanction appropriately to each individual situation.

Types of behaviour that will be addressed by all adults in school per steps 1-3 above

- Not following an adult's instructions
- Disruption in lessons
- Any form of hurt or harm to others , including rough play and play fighting
- Deliberately excluding others
- Rudeness
- Throwing stones
- Throwing things in class
- Talking – ‘off task’
- Scribbling on books / furniture
- Whistling in class/ assembly

Behaviour incidents to be escalated to the Pastoral Lead / DHT (Step 4)

- Repeated poor behaviour
- Deliberately disobeying an adult
- Defiance
- Fighting, violence or aggressive / threatening behaviour
- Using inappropriate language
- Not upholding the equality act (racist, homophobic, transphobic, sexist, disabilist behaviour)
- Throwing stones at cars or people
- Cutting another child's hair
- Bullying – including cyber bullying
- Absconding from lessons
- Stealing
- Repeated breaches of school golden rules

Behaviour incidents to be escalated to the SLT (Step 5)

- Behaviour incidents resulting in an internal exclusion
- Violence towards others – hitting, kicking, biting etc
- Wilful insolence (such as failure to obey instructions which then threatens the safety of themselves or others)

Behaviour incidents resulting in external suspension (Step 5)

- Continued and persistent disruption to learning
- Wilful violence towards a member of staff or child
- Repeating behaviour which previously resulted in internal exclusions

Restorative Discussion and Return to School Meeting (Step 6)

Behaviour Flowchart

Behaviour Procedures		This applies in either the classroom OR the playground/ lunch hall- the same approach needs to be applied consistently
Responsibility of all staff	Step 1	Verbal reminder in a positive manner- name the behaviour, give an instruction and offer a choice/ give an I message
	Step 2	Neutral Dojo given Restorative Chat with Class / Lunch Staff Aim: To take responsibility, acknowledge what has happened and choose their next steps and for the adult to better understand what is going on for that child and support child to have their needs met.
	Step 3	Negative Dojo relating to school Golden Rules given Restorative Chat with Class / Lunch staff Sanction to be agreed e.g. 5 mins regulation station / verbal agreement to be made. Opportunity to 'put it right' offered. Staff member to check in with the person who has been 'hurt' and see what their needs are. (When a child has 3 red dojos (in a day) class teacher to talk to the child and parent)
Class Teachers , Phase Leaders, Pastoral staff , DHT	Step 4	Persistent behaviour OR more serious incident - When a child has 6 or more red dojos (in a day) Pastoral Lead/DHT will speak to the child and parent - Serious incidents can result in a child moving directly to Step 4 Alternatively reaching step 4 means a child has worked their way through Steps 1,2 & 3. ➤ At this stage the child may need time out first at the regulation station or time out of the classroom/ group and should fill out (or be supported to complete) a reflection sheet. ➤ The child will meet with the Pastoral Lead or Phase Leader or SLT member to discuss what happened. A restorative meeting will be held to ensure everyone is heard and relationships are repaired. The member of staff present will conduct the meeting using restorative language. The restorative meeting follows the same format as previous steps but is more formal for the child to understand that the situation has been escalated. (If a child needs to come in from the playground they are to be escorted to the Peaceful Pod for the meeting) At this point a consequence maybe agreed to enable the child to take positive next steps. This is then fed back to the class teacher. ➤ Parents/ carers informed , a Behaviour Report discussed if necessary ➤ Time made during the day for the child and Class Teacher and or Pupil to have a restorative meeting to restore relationships- this can be mediated by the Pastoral Lead/ DH if required. Participation in the meeting is voluntary. All parties are supported to attend. Everyone involved is respected. ➤ Recorded on Arbor by Pastoral Lead / SLT ➤ Welcome the child back on their return. Behaviour Reports Level 1: Learning Behaviours Support Plan Level 2: Behaviour Support Arousal Curve (for pupils who regularly dysregulate)
SLT	Step 5	Continued misbehaviour or serious misbehaviour SEND to SLT, recorded on Arbor Behaviour Plan put in place Internal exclusion in first instance Subsequent 'serious' incidents may result in external exclusion Parents and carers to be called into school Agreement to be made with parents/ carers
SLT	Step 6	Restorative Re-integration After a period of absence from class/ school the pupil is supported back into their class community. Additionally they will be supported to repair the relationships that have been damaged. They will have the opportunity to talk through the worries they may have about returning to class and strategies to help make transition better for them.

NOTE : If a child brings a 'prohibited item' to school (See Behaviour and Discipline in Schools DFE Jan 2016 p11) the school will remove the item and follow government guidelines.

OFF SITE BEHAVIOUR

- Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the way to or from school.
- This policy can also apply to interactions through social media where comments or actions can be linked to the school.
- Malicious allegations: Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Type of bullying Definition

- Emotional Being unfriendly, excluding, tormenting
- Physical Hitting, kicking, pushing, taking another's belongings, any use of violence
- Racial taunts, graffiti, gestures
- Sexual Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching Direct or indirect
- Verbal Name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. We teach what is and what is not bullying through our PSHE curriculum.

PUPIL EXPECTATIONS

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Transition from class to hall/ playground in acceptable timescales to allow learning to take place

Modelling Expectations and Maintaining Environment

Classroom Management Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will: •

- Remain calm and use a calm voice
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the school rules and discuss these with pupils to ensure they understand our expectations.

- Pictorial Cues of Good Learning Behaviours are displayed near the class learning area. Good looking, listening, thinking/ Zones of regulation
- Adults use a range of positive reinforcement strategies within class.
- Use Visual cues for restorative conversations
- Work with the SENCO to develop social stories to reinforce expected behaviours
- Log concerns on CPOMS so SLT are aware, discuss with SLT
- Log incidents on Arbor so these can be monitored
- Ensure a regulation station is available
- Promote the Peaceful Pod as a strategy when dysregulation is escalating or when transitioning to avoid escalation
- For pupils who regularly dysregulate staff should complete an ABC chart to identify key triggers, these should be scanned and added to CPOMS

The school expects a high level of positive behaviours from everyone and have developed our school expectations for developing good and effective learning behaviours.

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Ensuring that a regulation station is available within the classroom
- Ensuring pupils understand the use of the Peaceful Pod

PHYSICAL RESTRAINT:

Low arousal techniques are always used in the first instance to try to allow pupils opportunities to regulate behaviours. Verbal reminders, mindful watching, distraction techniques are used. De-escalation is always tried prior to any restraint.

Teaching Staff have received training through Team Teach (Oct 2024) this focuses on de-escalation techniques. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property Incidents of physical restraint must:
- Always be used as a last resort
- 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
- Never be used as a form of punishment
- Be recorded and reported to parents (see Care and Control Policy)

CONFISCATION

Any *prohibited items** found in pupils' possession will be confiscated.

These items will not be returned to pupils.

We will also confiscate any item which is 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 latest guidance on searching, screening and confiscation.

*[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) p17 & p18

Drug- and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker. (Medicines in School Policy)

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. (See Pastoral Support Pathway)

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.

We support all children how to raise a concern using our 'Helping Hand' work in school.

We support all our children to develop an understanding of values including resilience, our aim is to develop independent learners and effective citizens, although recognising when to ask for help.

We support children to attend educational visits, parents are asked to attend and support on visits if a child has a risk identified. (e.g. persistent dysregulation within school, staff cannot ensure safety offsite)

CHILD ON CHILD ABUSE

All staff are aware of safeguarding issues that can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Staff are clear as to the school policy and procedures with regards to peer on peer abuse and are expected to report any issues to the DST. A parents meeting will be arranged and safeguarding procedures will be followed.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

DISCRIMINATORY INCIDENTS / RACIST INCIDENTS (Log on CPOMS)

The school takes any discriminatory incidents seriously. All incidents of discrimination should be logged (CPOMS). Incidents of racial discrimination should be brought to the attention of the headteacher & logged on the Racial Incident forms (located in Headteacher Office). The Headteacher will contact parents.

SUSPENSIONS AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Exclusion from maintained schools, academies and pupil referral units in England: January 2015*). We refer to this guidance in any decision to exclude a child from school. Department of Education https://www.gov.uk/.../Exclusion_from_maintained_schools__academies

- Only the headteacher (or the acting headteacher) has the power to suspend/ exclude a child from school. The headteacher may suspend/ exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

- If the Headteacher suspends a child, s/he informs the parents immediately, giving reasons for the suspension/exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- As a result of the unacceptable behaviour of a parent, no child will be excluded from school.
- The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

MONITORING AND REVIEW

The Phase Leaders / Senior Leadership Team in consultation with the headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of behaviour. The Class teacher and support staff records minor classroom incidents (Arbor Stage 4 incidents). The headteacher records those incidents where a child is sent to her on account of bad behaviour (Arbor). We also keep a record of any serious incidents that occur at break or lunchtimes.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. The Headteacher notifies the LA of any suspensions/ exclusions. (Arbor and email CMFE Team)

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body will review this policy in line with the schools cycle as laid out in the school development plan. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Links with other policies

This behaviour policy is linked to the following policies:

Exclusions & Suspension policy
 Anti-bullying policy
 Care and Control Policy
 Safeguarding policy
 RSHE Policy & Overview
 SEND Policy
 Equality Policy
 Behaviour and Relationship – Quick Guide
 Pastoral Provision Pathway

Developed with consultation with

- SLT
- Pastoral Team
- School Council Members
- Y2 Role Models
- Palfrey Infants Governing Body
- Parental survey

APPENDIX 1.

RESTORATIVE APPROACH

All staff are responsible for reinforcing good behaviour across the school, spot the positive!

All staff to follow Restorative Approach to behaviour

- Staff to lead behaviour management through their personal demonstration of positive relationships, respect and fairness.
- Staff to focus on the celebration of good behaviour, good attitudes and good work.
- Use of hand signals/ visuals to support behaviour management.
- All pupils are encouraged to line-up orderly to support behaviour management.
- Regulation Station within Classes
- Peaceful Pod available for pupils who require a safe space

Our role is to ensure clear rules, clear consequences and clear rewards

(Golden Rules to be displayed in your learning room).

- Rules – school rules displayed in classroom, Class charters at teachers discretion.
- Rewards – depends upon the age of the children – see below.
- Visual Behaviour Prompt to be evident in each classroom. (Consequence Dojo Chart/ Rewards Dojo Chart)
- Photographical prompts for Good sitting, Good listening to be displayed in classrooms.
- Pupils with persistently poor behaviour will have personal behaviour logs for a short period, see Learning Mentor. These are to be sent to Learning Mentor once completed for evidence.
- For consequences see below behaviour plan which is implemented at the discretion of the Headteacher.

Behaviour Rewards:

Nursery - Year 2: Class Dojo (see Palfrey Dojo Praise Pyramid) APPENDIX 4

Staff may also use stickers / stampers

Playtime/ Lunchtimes/ Transitions:KS1 Golden Tickets awards (1 per year group)

Exceptional Behaviour or academic work

Sent to Phase Leaders/ DHT/ HT or another class to share good work

Praise Texts could be sent from the office - it should not be the child who was in congratulations assembly.

(Notify office if you wish for a praise text to be sent- record on CPOMS as Positive Behaviour)

Whole School:

Badges are encouraged to be put on the pupil's book bag.

Good work assembly certificates (weekly)

Bucket Filler Certificate weekly good work assembly

Pupil of term certificates & badges (termly)

Role Model Behaviour: 5 children Year 2 class each term

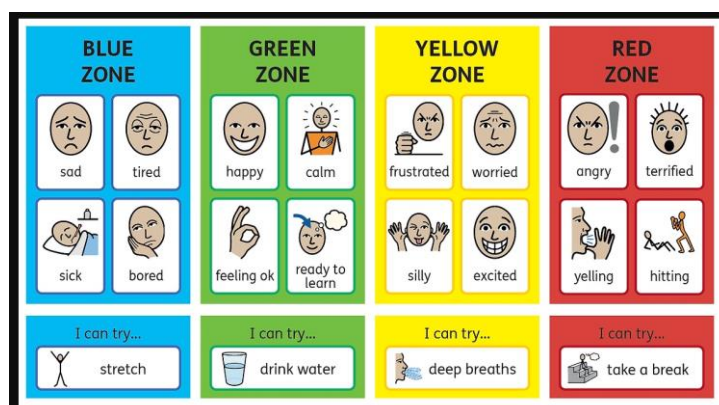
Attendance class awards 96% 1 sticker, highest class 2 stickers, 100% week 3 stickers.

Attendance awards: Certificates 96% +/- Badges for 100% attenders

Golden Ticket : Best classes Golden Time (in class or in the playground)

Remind the children regularly about 'Helping Hands', Bucket Fillers and Dippers.

Remind children of Zones of Regulation – how to regulate their emotions



APPENDIX 2

Playtime / Lunchtime Rules and Consequences

We aim to deliver an active playtime/ lunchtime where pupils have an opportunity to join in with structured play activities.

Teachers / Teaching Assistants and Lunchtime Supervisors are responsible to leading play and teaching key games e.g. skipping , hoola hoop, balance games, ball games

Rules: Be Safe/ Be Kind/ Be Ready to Learn

- Do be safe (do not climb on the grassed areas)
- Do be kind- play fairly, share, be a good friend, respect
- Be ready to learn: be ready to transition in with the class

Key Expectations

- Do respect ALL adults and children.
- Do play games fairly and respect equipment.
- Do be respectful and fair.



RESTORATIVE LANGUAGE: Use Visuals where needed

When our pupils find themselves in conflict or upset, we will ask them the 5 Questions (If language appropriate to the child):

1. What happened?
2. What were you thinking?
3. How did you feel?
4. Who else has been affected?
5. What do you need now/need to do now?

We might also say to our pupils:

- ✓ Have you been a bucket filler or bucket dipper?
- ✓ What would you do differently next time?
- ✓ What would you think or feel if this happened to you?
- ✓ What are you willing to admit to?
- ✓ How can we put this right?
- ✓ What could you do differently next time?
- ✓ What other choice could you have made?
- ✓ How could you make sure this doesn't happen again.

Most situations can be dealt with by working through these questions.

The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly.

If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Consequences: If pupils have not followed the playground rules

- 1st warning— go over rule that has been broken. (Be Kind/ Be Safe/ Be Ready to Learn)
- 2nd warning. Reflection time in the playground walk with an adult (5 minutes) followed by restorative discussion.
- Persistent concerns discuss with DHT/ HT who will do a playtime observation (Learning mentor if available)
Incident to be recorded on Arbor
- Headteacher to contact parents via a phone call / meeting to discuss a behaviour plan.
- Peaceful Pod may be required for some dysregulated pupils

Bullying in any form is not accepted. All incidents should be fully investigated and appropriate action taken.

(see Anti Bullying Policy) All bullying incidents should be referred to Learning Mentor/ DHT/ HT.

All incidents need to be investigated and then logged. (CPOMS)

Safeguarding incidents at lunchtime should be referred immediately to Alison Walsh (Headteacher), in her absence concerns to go to Anna Hennefer (Deputy Head Teacher), Tina Dunkley (SENCO) or Mary Adams (Learning Mentor).

Our Golden Rules



Be kind.

Be safe.

Be ready to learn.

**Have You Filled a
Bucket Today?**

Share

Smile

Listen

Help

Be Kind

Be Polite

Take Turns

Compliment

Include Others



PALFREY DOJO REWARD PYRAMID



Dojo's are awarded on a termly basis and then reset.

(Note : Some children who require additional encouragement may be on a 'different to' Dojo reward model- these do not count in the 'top 3' pupils awards)

PALFREY CONSEQUENCE PYRAMID

You can choose to change your behaviour back to **Green** by following our Golden Rules

- **Be Kind**
- **Be Safe**
- **Be Ready to Learn**

Step 5: Suspension
Continued or serious misbehaviour

- Internal Suspension
- External Suspension

Internal Suspension

Either

1. Miss playtime
2. Miss lunchtime (15 minutes)
3. Go and work in partner class

Step 4- Behaviour Plan

Your behaviour does not improve. Record on Arbor .
Meeting with Pastoral Lead / DHT
Text/ phone call home
Level 1 : Learning Behaviour Support Plan
Level 2: For pupils who regularly dysregulate

Step 3: Negative Dojo

**You continue not to follow the Golden Rules.
Warning given: Negative Dojo given**

Step 1 Verbal Warning/ Step 2 Restorative Discussion

A member of staff will remind you about your behaviour

A chance to put it right

You are following our Golden Rules.

Be Kind, Be Safe and Be Ready to Learn

Policy agreed and adopted

6.11.2022	Policy Adopted	New Policy – linked to Relationships and Restorative Approach	
20.3.2024	Re-adopted		
26.6.2024	Reviewed	Reviewed with pupils- changes to 3 Golden Rules Be Kind, Be Safe, Be Ready to Learn	
4.12.2024	Reviewed & Re-adopted	Added GB Vision : BEST Belonging , Enjoying , Succeeding, Together	
19.3.2025	Reviewed & Re-adopted	Changed reward system to Class Dojo	
8.10.2025	Reviewed & Re-adopted	Changed recording to Arbor , added additional support Pastoral Pathway , Quick Guide	

