Suffield Park Infant and Nursery School

Confident Resilient Ambitious Brilliant

Behaviour Policy including Behaviour Principles

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management.
- Define what we consider to be acceptable and unacceptable behaviour, including bullying.
- Outline how pupils are expected to behave and behaviour strategies used to promote positive behaviour.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

2. Legislation and statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE Behaviour and discipline in schools 2016
- DfE Searching, screening and confiscation at school
- DfE The Equality Act 2010
- DfE Use of reasonable force in schools
- DfE Supporting pupils with medical conditions at school
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 year
- DfE (2013) 'Use of reasonable force
- Voyeurism (Offences) Act 2019
- Education Act 1996
- Education Act 2002
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Educations and Inspections Act 2006
- 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

- Health Act 2006
- The School Information (England) Regulations 2008
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

At Suffield Park, we want to encourage, develop and nurture positive behaviours in our pupils. We understand that communication, language, personal, social and emotional development is key to this. Therefore, we aim to develop pupils' emotional literacy to support positive behaviour.

- **What does positive behaviour look like?**
- Pupils form positive relationships with adults and friendships with peers.
- They show an understanding of how they themselves are feeling and how others are feeling, and begin to regulate their behaviour accordingly.
- They show sensitivity to their own and to others' needs.
- They show respect to each other and adults, and to property.
- They are gentle, kind, caring and considerate to others.
- They work and play cooperatively by taking turns, sharing, listening to others and taking on board other people's ideas.
- They are able to follow instructions which are given by adults and to focus their attention to what they are being asked to do.
- They can explain the reasons for why we have rules and are developing their sense of knowing right from wrong.
- They try to behave accordingly and follow the School Rules for Behaviour.
- Therefore we would describe misbehaviour as the opposite as to what is written above.
- At our School we have a broad spectrum of pupils (including high levels of SEN), with children ranging from a few months old to seven years old. Therefore, due to the ages and stages of development and maturity levels, expectations of behaviour can be different. However, there are high expectations for all pupils, and teaching positive behaviours appropriate to the pupils' age and stage is a priority.

- The possession of these items is prohibited in school: knives or weapons, firearms, alcohol, illegal drugs, stolen items, tobacco, cigarettes, e-cigs and cigarette papers, lighters, matches, razors, fireworks, pornographic/offensive images/materials, dangerous substances/chemicals, and 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).

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated; incidents are not one-offs; they are frequent and happen over a period of time.
- Whether real or perceived, bullying is generally based on unequal power relations.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial	Bullying another person based on their ethnic background, religion or skin colour.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic	Bullying another person because of their actual or perceived sexual orientation.
Transphobic	Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
Sexist	Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
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
Prejudicial	Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
Socioeconomic	Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

All Staff will:

- Treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- Always challenge unpleasantness from one pupil towards another and will never ignore it.
- Act immediately when they become aware of a bullying incident and report any instances of bullying once they have been approached by a pupil to the senior leadership team, which is then dealt with appropriately.
- Be alert to social dynamics within the School/Classes and be alert to possible bullying situations.
- Show sensitivity to those who have been bullied and provide follow-up support after bullying incidents.

- We will ensure that prevention is a prominent aspect of our anti-bullying vision, with kindness, respect and positive social behaviour modelled by Staff throughout the school.
- We believe that all pupils are entitled to learn in a safe and supportive environment.
- By engaging and empowering pupils through learning about tolerance and difference as part of the school's curriculum, we aim to promote an inclusive and supportive ethos.
- Opportunities to extend friendship groups and interaction skills are provided through participation in lessons, activities, events etc.
- Through parental engagement we strive to reduce and prevent incidences of bullying. Parents/carers are encouraged to speak to Staff if they have any concerns regarding their child.
- Pupils are encouraged to speak to Staff if someone is upsetting them, if something is worrying them etc. Wishes and Feelings forms are also used to collect pupil voice (this can include friendship groups, issues etc.).

5. Roles and responsibilities

- We expect everyone on our school site to behave in a reasonable and civil manner towards all other adults and children. Incidents of verbal or physical aggression will be reported to the Headteacher, who will take appropriate action.
- This Behaviour Policy is expected to be consistently implemented by all Staff in the setting and throughout the school day e.g. learning time, free choice time, break/play time, eating lunch, assembly, moving around school etc.

5.1 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 Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.
- The Governing Board will ensure that this policy, as written, does not discriminate on any grounds.

5.2 The Headteacher

- The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (Appendix 1).
- The Headteacher will ensure that the school environment encourages positive behaviour and that Staff deal effectively with misbehaviour, and will monitor how Staff implement this policy to ensure rewards and sanctions are applied consistently.
- Establish the standard of behaviour expected by pupils at the school and sanctions for breaking the rules.
- The day-to-day implementation of this policy and supporting Staff with misbehaviour, serious misbehaviour but also in celebrating positive behaviour choices.
- Work with parents to support positive attendance punctuality.
- Liaising with the SENDCO to ensure that the implementation of the Behaviour Policy supports pupils with Special Education Needs and Disabilities (SEND) and SEMH related difficulties.
- Has the responsibility for fixed term and permanent exclusions when appropriate.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently and fairly.
- Modelling positive behaviour - Staff should model appropriate behaviour to reinforce their expectations, and show pupils respect, even if they are disrespectful themselves.
- All Staff following and implementing PATHs to support positive behaviour and emotional literacy. Staff using strategies from PATHs to support pupils with communicating feelings and emotional needs, and calming down strategies e.g. 'Doing Turtle'. (Sophie Sanders coordinator for PATHS).
- Display the School Behaviour Rules in the classroom, teaching the rules and why they are necessary, referring to them regularly and getting children to assess themselves against them e.g. are they following them, or a specific one, which ones do they find easy, which ones are trickier? etc.
- Using positive phrasing e.g. walk – instead of don't run, kind hands – instead of don't hurt etc.
- Speaking in a calm manner, avoid confrontational language, be mindful of their body language and proximity when they are speaking with a pupil etc.
- Providing a personalised approach to the specific behavioural needs of particular pupils, including SEMH and SEND e.g. a risk management plan, PEEP etc.
- Recording behaviour incidents in the agreed school format – CPOMS, STEPS tracking charts, incident tallies etc. See Appendix 2 for Recording Behaviour Incidents on CPOMS.

- Supporting other members of Staff and working together consistently as a team when responding to behaviour incidents. This also includes supporting other members of Staff by issuing rewards if a pupil is sent to you for positive behaviour.
- Implementing behaviour management advice e.g. from Headteacher, SENDCO, colleagues, other professionals etc.
- Communicating with parents/carers on matters related to behaviour e.g. celebrating positive behaviour choices, discussing misbehaviour and serious misbehaviour incidents, discussing rewards and sanctions, behaviour strategies etc.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school rules for behaviour.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with Staff promptly.
- Ensure good attendance and punctuality

5.5. Pupils

School Behaviour Rules Pupils are expected to:

Crabby the Cromer Crab says Suffield Park children are:

Confident, curious and kind
Resilient, self-aware and healthy
Ambitious and independent learners who are...
Brilliant-achieving their full potential in learning and life.



This is how I am brilliant at School:

	I listen to adults and children.
	I use kind hands, feet and words.
	I use words to share how I am feeling.
	I tell the truth.
	I respect the people in our school and the things in it.
	I am helpful.
	I always try my best.
This behaviour means that I am ready to learn and be a great friend.	

- Traffic light style system displayed in classrooms with the names of all pupils. This could be in the style of traffic lights (e.g. colours), or weather (e.g. sunshine/rainbow/cloud/star). Pupil's names can be moved up for positive behaviour and down for negative behaviour. Names will return to a neutral position e.g. the sun, green light depending on what is considered appropriate for the pupil. We recognise this system may not work for all pupils so specific strategies for that pupil are put in place as required.

6. Rewards and ways of dealing with misbehaviour and sanctions

6.1 Rewards

Positive behaviour could be rewarded with:

- Non-verbal – eye-contact, smile, nod, thumbs up, high five, air high five, handshake, fist pump, pointing to School Behaviour rules etc.
- General verbal praise – well done, great job, keep it up, good effort etc.
- Specific verbal praise – I liked it how you stopped when I asked you to, it was nice to see you playing with kind hands, I liked the way you shared the crayons, thank you for being a kind friend when Amy was upset, I liked how you helped your friends to make the jigsaw, etc.
- Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling positive behaviour.
- Speaking to parents/carers to pass on good behaviour.
- Using traffic light style system to move a pupil's name for positive behaviour.
- Special responsibilities, privileges, extra free choice activity, playtime, time on the computer etc.

- Going to other members of staff (including Headteacher) to celebrate positive behaviour.
- Receiving stickers.
- Receiving House Team points – these are counted each week and shared during assembly. At the end of the term there is a reward for the winning house team with the Headteacher.
- Earning marbles/pasta etc. in a jar – once the jar is full or has got to a certain number, there is a reward which is either selected by staff or suggestions given by class. 'Mr Potato Head' (for example could be used – parts are added to him when individuals and/or class display good behaviour choices. A character e.g. snail and whale or class rocket, moving across the classroom when good behaviour/school rules are observed.
- Creating a 'warm and fuzzy jar' – big jar and when someone does a kind thing, goes the extra mile, demonstrates positive behaviour etc. they get to put a little fuzzy in (pom pom). When the jar is filled, they get to have a treat as a class.
- Receiving certificates e.g. Celebration Assembly – pupils receive 'Excellent Sticker' 'Star of the Week' from Teacher/Teaching Assistant and this can focus around positive behaviour. Pupils are also rewarded for effort/work on Maths Whizz.
- Reading challenge – home reads are counted and celebrated. Stickers, house team points, marbles, reward drawer treats collected on the way.
- Attendance certificate – pupils receive these for 100% attendance in school.
- If a reward is being given, then it should be given as close to positive behaviour incident as possible, it should also be varied e.g. the pupil doesn't always receive a sticker.

6.2. Ways of dealing with misbehaviour and sanctions:

- Non-verbal e.g. pointing to or showing a picture card, finger on lips, hand held up as in 'stop', shake of the head, eye contact, pointing to School Behaviour Rules.
- Speaking to a pupil who is in close proximity to the pupil who is misbehaving and praising their positive behaviour in the hope that it will correct the misbehaviour e.g. Sam I like how you are looking and listening, well done Harry for putting your book bag away, thank you Molly for lining up quietly etc.
- Reading the School Behaviour rules to remind pupil/s of the expectations.
- Specific verbal request to pupil e.g. Poppy give me your eyes, Dan join the line, Lucy walk quietly around school, Lily remember to have kind hands when you are using the Lego etc.
- Pupils being allowed to have 'take up time' and reminders given of behaviour expectations.
- Last chance: if you continue to do this…..then this will happen…..
- Defusing the situation – If a child is struggling then maybe sending them on an 'errand' to another class or the Office.
- Change of face can also help e.g. a different adult gives the verbal request.
- Giving the opportunity to talk (could be somewhere quiet) to discuss what is wrong, what is causing the behaviour, is something upsetting them etc.
- Using traffic light style system to move a pupil's name for misbehaviour.
- Fresh start – knowing that once the misbehaviour has been addressed, it is a fresh start.
- Once a reward is given, it is not taken away e.g. stickers are not removed, marbles are not taken out of the jar.
- Expecting missed learning/work to be completed.
- Loss of choosing time.
- Loss of a privilege.
- Loss of playtime.
- Time out of the classroom.
- Referring pupil to another member of staff.
- Referring the pupil to a senior member of staff.
- Speaking with Parents/Carers and sharing strategies.
- Use a restorative approach e.g. What has happened? What the impact has been on those involved? i.e. who has been affected and in what ways they have been affected? What needs to happen to put things right or to make things better in the future.
- If a sanction is being given, then it should be given as close to the behaviour incident as possible and be proportionate to what has happened.

- Sanctions are applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, educational visit, sports event etc.
- We support pupils to apply behaviour expectations outside of school.

6.3 Exclusions

Suspensions or permanent exclusions will be used in response to serious or persistent breaches of school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others within the school. For further information please see our suspension and exclusion policy.

6.4 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. Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

7. Behaviour management

7.1 Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the classroom and around the school.

They will:

- Establish School Behaviour rules and expectations from the start of the academic year, ensuring that pupils understand the rules, why they are needed and consequences.
- Display School Behaviour rules and refer to them regularly.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Consider carpet, seating and table plans – where the pupils are placed in the classroom.
- Use planned scripts if they are in place for specific pupils for de-escalation (Norfolk STEPS).
- Use of Social Stories – tailored to Pupils to help support with challenging behaviour and to reinforce positive behaviour. Also discussion with pupil/s of 'behaviour incidents' cards.
- E.g. 

- Develop a positive relationship with pupils, which may include:
    - Greeting pupils and taking an interest in what they like.
    - Establishing clear routines.
    - Communicating expectations of behaviour so pupils know what is expected of them.
    - 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.
    - Understand personal triggers for pupils in behaviour, expectations or reactions.
- Develop positive mental wellbeing will be promoted through:
    - Teaching PSHE, PATHS but also through other subject areas.
    - Positive classroom management.
    - Developing social skills.
    - Working with parents.
    - Peer support.
    - External agencies if needed e.g. councillor etc.

If frequent misbehaviour is being displayed by a pupil, we will consider if it raises safeguarding concerns, or might be the result of unmet educational or other needs.

7.2 Physical restraint

- Please refer to the Touch Policy which has been updated to include new statutory guidance from April 2026.

7.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school, staff, pupils. 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.

7.4 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 special educational needs co-ordinator 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 pupil. We will work with parents to create the plan and review it on a regular basis.

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s)/schools. 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.

9. Training

Our staff are provided with training on managing behaviour as part of continued professional development. Staff are given the Behaviour Policy as part of Induction. Staff receive Norfolk Steps training. Specific training is given to staff when required. SENCO provides pupils specific strategies alongside external services including the Inclusion Team.

10. Monitoring arrangements

- This behaviour policy will be reviewed by the Headteacher and the Governing Board every 3 years.
- The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Board every 3 years.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Touch Policy

Appendix 1: written statement of behaviour principles

- All pupils, staff and visitors have the right to feel safe, valued and respected.
- Pupils have the right to learn free from the disruption of others.
- All members of our school community should feel free from any form of discrimination.
- Staff and volunteers model positive behaviour at all times.
- Staff use rewards, sanctions and reasonable force (if required) consistently.
- Pupils' positive behaviour choices are reinforced, pupils are encouraged to make positive behaviour choices and to take responsibility for their behaviour.

- Sanctions are applied fairly, consistently, proportionally and reasonably, taking into account, SEN, disability and the needs of vulnerable children.
- Pupils and staff understand the behaviour policy and School Behaviour Rules.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Families are involved in behaviour incidents (positive and misbehaviour) to enable communication and foster good relationships between the school and pupils' home life.

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

Appendix 2: Recording Behaviour Incidents on CPOMS

In order to speed up recording we use an A,B,C,D system of reporting for both positive and negative behaviour incidents.

A) Antecedents

Antecedents are the events that directly precede the observed behaviour and are also known as 'triggers'. What was happening, prior to the behaviours- what was the suspected cause? Who was present?

They may include:

-Being asked to stop or start specific tasks or activities, e.g. task transition.
-A particularly easy or difficult assignment/activity.
-Independent work.
-Group work.
-Being told 'no'.
-Loud noises or bright lighting.
-A comment or action from another child.
-Absence of attention (e.g. teacher diverted to another student, or peers working quietly and not looking at the child).
-Being in 'free-play' (no instructions or guidance).
-Praise.
-Time of day (influencing hunger and energy levels/tiredness).
-Medication.
-Routine disruption.
-Family events such as new sibling or bereavement.
-Specific people/children being present.

B) Behaviours witnessed:

Hitting	Slapping	Pinching	Scratching	Pushing
Grabbing	Kicking	Biting	Head Butting	Hair Pulling
Throwing Objects	Extreme Noise	Abusive Language	Destruction	Self-Harm
Running off and hiding	Potential/actual injury to themselves or another person.	Danger to another person or themselves.	To avoid damage to property.	Other (Give details)

C) Consequences- Including how the incident was de-escalated

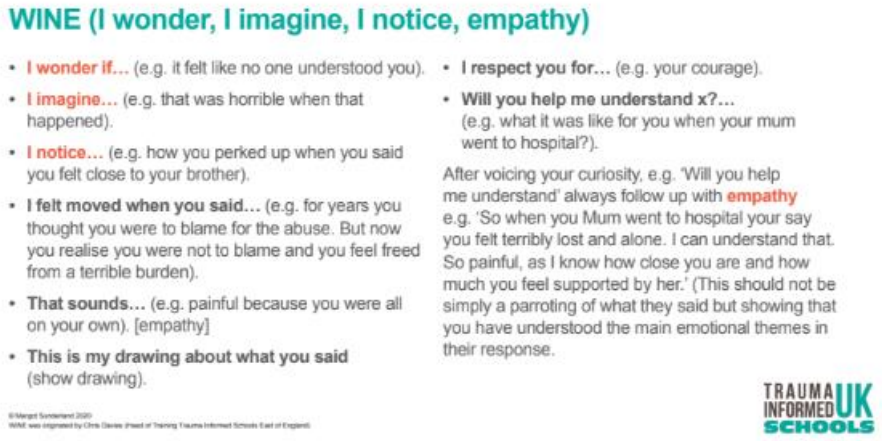
Consequences may serve to maintain, decrease or increase the frequency of behaviour depending on whether they are positive or negative. Consequences should be a natural consequence. EG: tidying up an area after creating mess, removal of choice time if work was not completed.

De-escalation should include following a PACE approach: Playful, Accepting, Curious and Empathetic. (https://ddpnetwork.org/about-ddp/meant-pace/)

This might look like:

Planned ignoring	Distraction	Redirection	Calm Talking	Humour
Guided removal	Other	Praise	Safe Space	Different adult

Using the WINE structure to support empathetic conversations:



Consequences may also serve as an antecedent to another behaviour and need to be recorded as such.

What was the restorative follow up with the child?

This could be fix-it folder or less structured restorative conversation but will follow the structure of '*What happened' 'Who was involved' 'Why did it happen' 'What will be done differently next time'*

D) Disruption

Was there: disruption to other learning, Removal of staff from tasks or Removal of other children from tasks.

So your record might read like this:

A- Tom was playing alone with a ball during lunchtime on the field

B- Another child tried to join him by taking the ball. Tom punched him on the arm

C- Tom was asked to have time out from play for 5 minutes. He was reminded after 5 minutes about the expectations of kind hand/feet.

D- MSA 1-1 for 7 minutes

Common scripts to support our children



I can see something's wrong/happened.

I'm here to listen.

Come with me and….

I wonder if..... (you would like to go outside/do some shredding)

Kind hands/feet/words

First..... (you do your maths) then..... (you can go on the ipad)

Indoor voice/walk/I will take that, thank you

Stop ..... (throwing sand), I don't like it. Thank you