



Springfield Infant School & Nursery

Behaviour Policy

Policy date: September 2026

Review date: September 2028

Related policies & documents: Anti-Bullying Policy, Teaching & Learning Policy, SEN Policy, PSHE Policy, Education Act 2011

Signed:

Date:

(Headteacher / Chair of Governors / Chair of GB committee)

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Springfield Infant School and Nursery.

1. Principles and Aims:

We believe valued behaviour is an essential condition for effective teaching and learning to take place and we recognise the links between behaviour, feelings, and experiences.

At Springfield Infant School and Nursery, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair.

Our approach to behaviour management is aligned with the Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims:

- To create positive experiences for all pupils
- To build self-esteem, positive attitudes and a feeling of belonging.
- To protect the physical and emotional wellbeing of all members of the school community
- To maintain a safe, calm environment that enables all pupils to learn
- To analyse and interpret all behaviour as a form of communication
- To ensure all pupils are provided with what they need to develop valued behaviour
- To explicitly teach valued behaviours, so that pupils make progress
- To eliminate prejudice, discrimination, bullying, and all forms of abuse

2. Role and responsibilities

A culture of learning and support

All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting children's behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for children
- Supporting children to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with parents / carers
- Implementing this policy consistently.

Creating classrooms where excellent learning and behaviour is seen

Parents and carers

Parents and carers, where possible, should:

- Collaborate with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with the class teacher regarding their child
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour

with the school directly

- Recognise that some children have additional needs and may require adaptations to the curriculum or other aspects of school life
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

Children

Children will be made aware of the following during their induction to the school:

- They will be taught about valued behaviour at Springfield Infants and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- Some children will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour
- All adults are expected to implement this policy consistently
- Introduced to the Colour Monsters so that vocabulary and understanding of emotions is developed
- How to raise concerns or ask for support.

3. Definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 5.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at Springfield Infants can be found in Section 6.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse or damage to property.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

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

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at Springfield Infants can be found in Section 6.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

Restrictive intervention: Any action that restricts a pupil's movement, liberty or freedom to act independently (physical or non-physical)

Reasonable force: Minimum force necessary for the shortest time

Restraint: A non-disciplinary measure that restricts movement

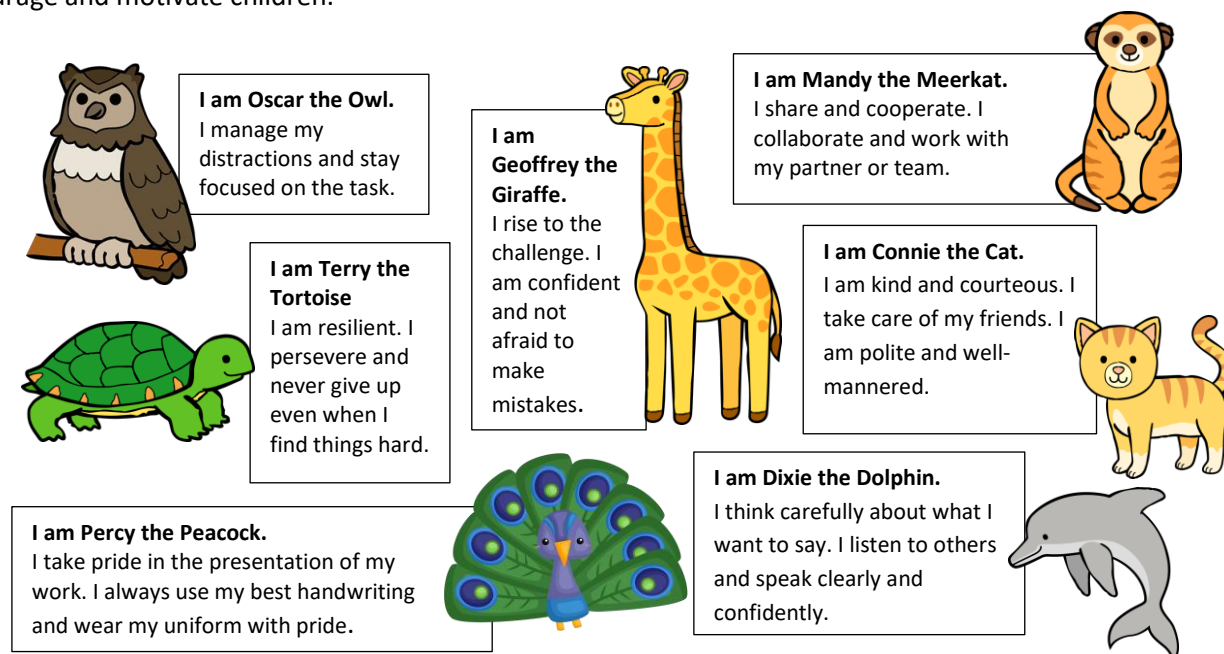
Seclusion: Preventing a pupil from leaving a space

Non-force restrictive intervention: Restriction without direct physical contact (e.g. blocking exit)

Significant incident: Any use of force or restriction beyond normal contact

4. Our Learning Buddies:

We have 7 learning buddies who remind children about how to be good learners. They are re-introduced to children at the start of each year to promote helpful learning habits and they are referred to in every classroom to encourage and motivate children.



5. Valued behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

Behaviour Curriculum – Intent

At Springfield Infant School our key values are: Belonging, Be Respectful and Be Your Best. Each one is linked to feelings the school aims to create for children and includes brief descriptions of what this looks and sounds like.

Belonging

We want children to feel a sense of being part of a group where they are accepted as their true authentic self, where they feel safe, comfortable, seen, and heard. Children are supported and enabled to feel a sense of belonging by:

- Developing positive relationships with adults and peers
- Celebrating individuality
- Sharing their experiences
- Asking for help when they need it
- Expressing how they are feeling

Be Respectful

We want children to treat everyone with kindness and care, where they value themselves, others and their environment. Children are explicitly taught, supported and enabled to be respectful so they:

- Use polite language, including saying good morning/afternoon, please and thank you
- Move calmly around the school
- Take care of resources and equipment, e.g. help to tidy up at playtimes or keeping their coat peg area tidy
- Wait their turn, e.g. to talk in conversations or take part in an activity

Be Your Best

We want children to try their best, even when learning or social situations get tricky and equip them to be able to ask for help when they need it. Children are explicitly taught, supported and enabled to be their best so they:

- Attempt learning tasks and maintain concentration on these
- Persevere, learn from mistakes and try again
- Believe they can improve
- Try to help themselves when they are stuck or face a challenge
- Make positive choices and develop independence
- Take pride in their efforts

Behaviour Curriculum – Implementation

Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. At Springfield Infants we recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the children's individual needs should be considered and may alter the approach taken. The strategies adults deploy at Springfield Infants are likely to include some of the following:

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Awarding individual or class Dojo points
- Class of the week: recognition for the class collectively following the rules and displaying our valued behaviours, celebrated in assembly
- Specific verbal praise / recognition (e.g. telling the child what they have done and how it made you feel)
- Contact with home: postcards, phone calls, invitation to visit school, copies of work sent home
- Celebration awards: certificates of commendation and improved attendance / thanks / cups / trophies.

Some children, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others. Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings. Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

School routines

At Springfield Infants, a set of agreed, non-negotiable behaviours are embedded within daily routines to ensure consistency and provide clarity of expectations for all children. A brief description is given below with further detail found in the school's behaviour curriculum document.

Arriving at and leaving school

Greetings

Starting and finishing lessons

Securing the attention of groups of children

Children responding to questions on the carpet

Movement around the school

Break and lunch times

Lining up

Eating lunch in the hall

Behaviour Curriculum – Impact

The school will continuously analyse and review the progress children make in relation to valued behaviour.

The progress measures that children make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance, patience and the ability to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using the school system. Incidents of detrimental behaviours are recorded in the behaviour book, with a copy sent home to parents and uploaded to CPOMs. Detrimental behaviour is also recorded on the class behaviour sheet and given to the Headteacher weekly, along with the record of recognition for valued behaviours.
- Termly reviews of celebrations and recognitions. All staff should record postcards and phone calls home, using the class reward sheet.
- Regular discussion in year team / pupil progress meetings about the progress of groups and individuals seen in observation and using professional judgement.
- Collection of pupil voice through assembly, school council meetings, PSHE lessons, circle times etc
- Observations of classrooms by SLT weekly

6. Detrimental Behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

At Springfield Infants we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some children, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration. For some children their known additional / special educational needs may influence their behaviour. For more information on special educational needs please refer to the school's SEND policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach children about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible

after the detrimental behaviour. The responses will always consider the needs of the child or children displaying detrimental behaviour and be adapted accordingly.

a. Responding to detrimental behaviour

Some detrimental behaviours, due to the age and understanding of learners are common at Springfield Infants and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour – calmly making clear what the child should be doing.
- Non-verbal intervention – moving closer to the child or children, using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
- Proximal praise – recognising and celebrating those children who are doing what has been asked; restating the specific valued behaviour is helpful.
- Check-in – asking 'are you ok?' 'what do you need?' or 'how can I help?' during or immediately after a detrimental behaviour.
- Refocus – gain the child's attention, use their name, then restate the specific valued behaviour that is expected at that moment.
- Describe the behaviour – use the child's name then tell them simply and calmly what they are doing that is detrimental.
- Positive phrasing – gain the child's attention, give a clear, unambiguous instruction, delivered with clarity. End with 'thank you'. *E.g. Joshua, put the pen down on the table. Thank you.*
- Limited choice – provides two options of equal value to give the child an element of control over what happens next, within the boundaries set by the adult. *E.g. Joshua, shall we talk here or in the corridor?*
- Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental behaviour less successful and effective in the moment for the child. *E.g. Joshua, you can listen from there.* The adult should then focus on catching the child getting it right.
- Intervene – gain the child's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable changed behaviour by increasing the level of support / scaffolding / teaching. This may require the child to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the child to make progress and demonstrate understanding.

Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour, dismissive/offensive language, significant or repeated disruption to others' learning, invading others' personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include to those outlined above. In addition, adults may need to:

- Intervene – gain the children's attention, use their name, then deliver an intervention or protective or educational consequence designed to enable behaviour change by increasing the level of support / scaffolding / teaching. This may require the child to move seats temporarily so that the teacher or other

adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the child to make progress and demonstrate understanding.

- Apply consequences - any child displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching the child or children about valued and detrimental behaviour, based on the principle that all behaviour is a result of feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with the child or children. They may include one or more of the following:
 - reteaching valued behaviour during the lesson, undertaken where possible away from other children
 - scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
 - increasing adult input / supervision for a defined period of time
 - use of limited choice; (e.g. 'we are all sitting quietly now; will you sit quietly on your chair or this one?')
 - increasing / adapting praise and celebration of valued behaviour when it is displayed
 - implementation of a positive behaviour tool, e.g. jigsaw puzzle, sticker chart
 - restorative conversations and exploration, developing empathy, tolerance and understanding.Restorative practices in education is a system of reflect, repair, restore that builds a culture of connection, respect, responsibility and accountability. The steps are as follows:
 1. **Restorative debrief/ chat:** explore what happened. Allow the child to tell their story. What situations, relationships and dynamics led to a reaction? Explore what people were thinking and feeling before, during and after the incident. Identify who or what has been affected and how. Consider how we can repair harm to people or property. Plan for a different response to the same experiences or feeling re-occurring. See appendix 2 for further restorative questions and considerations. For an individual child the first step is a restorative chat, the child remains in class at the end of the session to discuss their behaviour with the class teacher
 2. **Restorative Mediation:** a discussion with children to deal with conflict led by the class teacher or a member of the SLT
 3. **Restorative Targeted Circle:** a discussion with a member of SLT targeting an ongoing problem with a specific group of children
- Protective consequences – are necessary measures to manage the risk of harm and might limit freedoms. This is a temporary solution whilst we teach the child the associated valued behaviour. They may include one or more of the following:
 - break time in a different location or at a different time
 - temporary increased staff ratio
 - bespoke curriculum or resources

b. Analysing patterns of detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. Detrimental behaviour is reported termly to the Governing Body and the Chief Executive Officer of the Trust. All adults may be asked to contribute information relevant to the analysis of behaviour.

- Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.
- Groups of pupils - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be collated at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school's aims and values.

c. Responding to dangerous behaviour

Dangerous behaviour is defined as any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the exclusions policy).

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

- **Bullying.** Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Springfield Infants and the school will always take action to address it.
- **Prohibited items.** These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above. From time to time, we may confiscate a child's property where it is inappropriate, disruptive or too valuable to remain in the child's possession. Depending on the nature of the item, it will either be returned to the child at the

end of the day or handed to the parent as soon as practicably possible. The school accepts no liability for the loss of any object that has been confiscated. The children all have access to play items during the school day and therefore we discourage children bringing items into school.

- **Prejudice and discrimination.** All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Springfield Infants and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using CPOMs, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. This information is also shared with the Trust Board and Governing body termly. At Springfield Infants we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, Jigsaw RE, behaviour curriculum including assembly, modelling anti-discriminatory behaviour.
- **Child-on-child sexual violence and sexual harassment.** This can be defined as behaviour that is most likely to include (but may not be limited to):
 - non-consensual sexual activity
 - sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
 - sexting
 - upskirting

These behaviours are never acceptable at Springfield Infants and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Further consideration of the school’s response to child-on-child abuse, in addition to those outlined above can be found in the Safeguarding policy.

d. Adapting consequences for children with SEND

When considering a behavioural sanction for a child with SEND, the school will consider whether:

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time as a result of their SEND
- The child was likely to behave aggressively due to their particular SEND

If the answer to any of these is ‘yes’, it may be unlawful/unethical for the school to sanction the child for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

We recognise that some children with SEND or suspected SEND may need to have alternative agreements in place. This will be discussed and decided by SLT, Class teacher and parents. Where possible this will be in advance.

7. A graduated approach

For some children, a targeted approach to behaviour will be needed. This will be bespoke and designed to meet the needs of an individual or group. This approach will be taken if the child is not making the expected progress with their behaviour following the universal provision described above. The aim of a targeted approach is to identify why progress is not being made and plan intervention through a targeted behaviour curriculum to close the gap.

Members of the Senior Leadership team in collaboration with the class teacher, child and parents will work together to analyse and understand the behaviours being displayed. A variety of tools might be used to support this process, such as:

- Therapeutic tree
- Early prognosis
- Risk Calculator
- Anxiety analysis

8. Exclusions and reasonable force

Exclusion

In rare cases it may be necessary to exclude a child. At Springfield Infant School and Nursery we consider this to be a last resort and the following criteria will cause this sanction to be considered:

- a) After a serious breach of the behaviour policy and/or
- b) Allowing the child to remain in school would be seriously detrimental to the education or welfare of a pupil, or others at the school.

Exclusions will be recorded on the school's MIS and a record made of events and decisions taken. The local authority will be informed of the school's decision (this is a Suffolk County Council requirement even for part of a session). The headteacher will also inform the Chair of the Governing Body. Any child returning to school following an exclusion, will be required to attend a **Re-Entry Circle** meeting with their parent/carer/staff to discuss how they will be helped to behave appropriately in the future.

Conduct Outside of the School Gate

Teachers have a statutory duty to discipline children for misbehaving outside of the school premises if it has been witnessed by a member of staff, reported to the school, the child is identifiable as a pupil at the school, the behaviour has repercussions for the orderly running of the school, the behaviour poses a threat to another child or member of the public or the behaviour could adversely affect the reputation of the school.

Reasonable Force

All teachers, any person who, with the headteacher's authority has lawful control or charge of pupils for whom education is being provided at the school and any other staff employed at the school who have undertaken recent training ('recent' meaning their training is up to date) may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- Committing an offence
- Causing personal injury to, or damage to the property of any persons (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Force, if used, will be reasonable, necessary, proportionate and a last resort. It will never be used as a disciplinary sanction.

Where force has been used (except minor or trivial incidents) a note will be made on CPOMs/Arbor and parents will receive a letter. A risk assessment may then be undertaken for the child and discussed with parents. If necessary, further physical restraint training undertaken by designated members of staff in order to support further, on-going interventions with individual pupils. (see separate physical restraint policy)

Appendix 1: Behaviour principles summary

All members of staff are responsible for:

- Creating positive experiences for pupils
- Teaching and modelling valued behaviour. Supporting pupils to reduce detrimental behaviour
- Working in partnership with pupils' parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils' behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

At Springfield Infants we recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

- Genuine and honest
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)
- Building independence

The following should be recorded on CPOMs and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
 - Physical
 - Emotional
 - Mental
 - Reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour
- Sexual inappropriate behaviour
- Racial incidents

Such incidents will be shared or discussed with parents by class teachers and SLT.

Appendix 2: Restorative debrief

Restorative practice is a system of reflect, repair and restore that builds a culture of connection, respect, responsibility and accountability. It is essential for behaviour change.

Process of a restorative debrief:

- Ensure that the child feels comfortable and supported
- Explore what happened. Allow the child to tell the story. What situations, relationships and dynamics led to a reaction?
- Support their story with non-judgemental accurate descriptions.
- Explore what people were thinking and feeling before, during and after the incident.
- Identify who or what has been affected and how.
- Consider how we can repair harm to property or people.
- Plan for a different response to the same experiences or feelings re-occurring.

Additional questions that could be asked:

- What would you like to happen next?
- How can we make things better for you?
- How can you help to put this right?
- How can we make it ok for you to go back to class?
- What do you think others might need?

Restorative resources that could be used:

- Social stories
- Role play with dolls / teddies / animals
- Comic strip conversations
- SEAL resources
- Complete an individual therapeutic tree

Debrief checklist:

- Has the child had an opportunity to share their experience, including what happened before, during and after an incident?
- Has the restorative debrief explored the child's dysregulation and their values and beliefs?
- Has the child been helped to identify their feelings and empathise with the experience and feelings of others?
- Has the child been helped to understand and accept the need for any protective consequences?
- Has the child been helped to engage in the need for educational consequences?
- Has the child been helped to identify how relationships can be rebuilt?
- Has the child been helped to develop strategies to respond differently when faced with the same situation?
- Have we completed the required recording?
- Has everyone involved in the incident received support? (child witnesses, adult witnesses etc?)

Appendix 3: Steps for educational or protective consequences

Step	Strategy	Approach	Supporting scripts
1	A reminder of the expected valued behaviour and expectation	- A non-verbal reminder given to child - Reposition yourself near children to redirect them - Positively praise those making the right choice, use of Dojo points to reinforce valued behaviour - To the whole class, reminder of the rule that has been broken and thank children who are following the rule(s). Return positively to the task.	Initial warning script (as privately as possible) ... <i>I noticed that you chose to *, this is a reminder that you need to be safe/kind/ready. Can you remember when you *insert an example of when the child had shown positive behaviour*... and how it made you feel? That's the *insert child's name* I need to see. Thank you for listening.</i> Ensure that you have restated the expected valued behaviour so that the child knows how to be successful.
2	A verbal warning (x2)	Warning 1 1st verbal warning takes place where the child is sat/plays. Adults explains how the rule has been broken, explaining positively how the rule should be followed. Warning 2 - Ask the child to move to the side of the room. This invitation is given in a positive manner so that the child knows they have the opportunity to talk and return to their working/playing space. Further explain how the rule has been broken, how to follow the rule and return to class.	Follow up script (as privately as possible) ... <i>I noticed that you chose to *, this is the second time I have spoken to you about this behaviour. You need to be safe/respectful/responsible. Right now, learning is being interrupted and that is not ok. I know you can make great choices. Thank you for listening.</i> Repeat the valued behaviour and how the child can display it. Second follow up script (as privately as possible) ... <i>I noticed that you chose to *. I need you to be safe/ready/your best. The consequence will be*insert educational consequence* Can you remember *insert an example of a child modelling that behaviour*? That's the behaviour I need to see. I know you can make great choices. Thank you for listening.</i> Examples of educational consequences might include: Moving carpet places or seats, giving limited choices (are you sitting on the carpet or the chair? Are you completing your work now or at playtime?), completing work away from distractions, loss of part of playtime/golden time (supported reflection to take place to ensure learning has occurred)
3	Restorative conversation at playtime	A restorative conversation with an adult at playtime	Follow the script (as privately as possible) ... <i>I noticed that you are continuing to *. You now need to *insert the educational consequence from step 2*. We will discuss this further at playtimes/lunchtime.</i> Explore what happened, allowing the child to tell their story. Support with non-judgmental descriptions, reiterating what you have heard. Explore what happened before, during and after the incident. Identify who or what was affected. Consider how we can repair harm to property or people. Plan for a different response to the same experiences or feelings. Example questions: What would you like to happen next? How can we make things better for you? How can you help to put this right? How can we make it ok for you to go back to class? What do you think others might need? Incident recorded on class SLT monitoring sheet, behaviour slip given to child and uploaded on CPOMs. Examples of reasons to give a behaviour slip include repeatedly refusing to work, calling out, not listening.

4	Restorative conversation with SLT	A restorative conversation with SLT	Exploration conversation with SLT. Educational or protective consequence put in place. Protective consequences will mitigate immediate risk, e.g. increased adult supervision, regrouping at lunchtimes, playing in a different location at lunchtimes, regrouping during learning times. Behaviour slip given and recorded on CPOMs.
5	Behaviour continues to escalate after above actions	Follow up meeting with family, SENCO and SLT	Record conversations on CPOMs Move through the graduated response to analyse behaviour further, e.g. Therapeutic tree, early prognosis, risk calculator, anxiety analysis Plans put in place as required.
6	Relevant agency support	Meeting with external agency, SENCO and SLT	Update all personalised plans with recommended strategies from external agencies involved. Review with parents/carers at least half termly.
7	Fixed term exclusion	Issued by the Headteacher in collaboration with the Governing Body.	Meeting with parents/carers in line with Local Authority guidance and protocols. Provision reviewed by the school with external agencies and parents/carers. Personalise plans reviewed and updated. Reintegration meeting held with parents and carers which is led by the Headteacher and supported by relevant staff. Child then readmitted into school.
8	Permanent exclusion	Determined by the Headteacher and Governing Body in agreement with the CEO.	

Some detrimental behaviours would warrant a behaviour slip straight away such as: violence, child on child abuse, swearing, destroying property.

All lunchtime staff to follow the procedural guidance. LSA's to use the behaviour policy's guidance on step 1, 2 and 3 behavioural choices and follow the escalation table. Step 4 behavioural choices will result in being brought to SLT immediately.

Appendix 4

After Step 3, if detrimental or dangerous behaviour has taken place, the behaviour is recorded and a slip is sent home to inform the parent/carer of the incident that occurred.

BEHAVIOUR REPORT SLIP 	Springfield Infant School & Nursery		Date:
	Pupil's Name & Class:		Time:
Sadly your child's behaviour has fallen below the school's expectations today:			
Refusal to follow adult instructions		Inappropriate language	
Constant talking when asked not to		Hurting another child	
Saying unkind things to another child		Hurting an adult	
Not completing work to required standard		Destroying school property	
Distracting other learners		Racist, gender, LGBTQ discriminatory Incident	
Other:			
Restraint used? YES / NO			
Details: <i>*A separate more detailed incident report must be completed by all staff members involved for any type of restraint used.</i>			
An adult has fully investigated this matter, and the following sanctions have been / will be applied:			
Child discusses their behaviour with the teacher (Restorative Chat)		Removed from class/group	
Groups/Children spoken to by class teacher (Restorative Mediation)		Spoken to by Headteacher	
Child/ren meet with SLT (Targeted Restorative Circle)		Fixed Term Exclusion*	
Will miss Golden Time to work with an adult to complete work		Permanent Exclusion*	
Details:			
Next Steps:			
Parent to discuss behaviour with child		Monitor – no further action	
Parent / Carer spoken to by class teacher		Parent / Carer to meet with child/class teacher & member of Senior Leadership Team	
All parents informed of incident		Personal Behaviour Plan written with SENCo	
Parents share book with their child and return		SIGN & PRINT:	