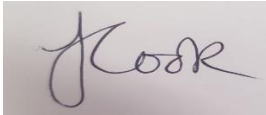




Behaviour Policy For Bidbury Infant School

Name of Unit School	Bidbury Infant School
Date Policy Reviewed	September 2022
Name of Headteacher	Julie Cook
Signature of Headteacher	

Part 1 - Intent

Purpose

Good behaviour is central to good education. As a school, we need to manage behaviour well so we can provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive.

A successful environment in which behaviour is good ensures no child suffers lost learning time, child-on-child abuse, anxiety, bullying, violence or distress.

1. Our Intent

We aim to create an outstanding, nurturing school community with strong values, where learning is good and pupils can learn and feel safe. A school where the children are developed as proactive citizens who are members of communities they play a part in both now and in their future lives.

Children's physical and mental health, their self-esteem and their ability to self-regulate are our priority and, as adults in school, we promise to provide a clear, consistent and calm approach to promoting positive behaviour and self-image to ensure individual's choices do





not negatively affect others. Where behaviour is to be addressed, adults will respond consistently and fairly to uphold this policy at all times.

In order to create an ethos where every member of the school community takes responsibility for ensuring and maintaining children’s positive learning behaviours, we aim to work in partnership to develop strong relationships with the children and their families.

We aim to draw upon the work and research of others and apply this to Bidbury Infant School’s strategy: *Primary Behaviour Service: Six Strands Curriculum, The Nurture Group Network, Zones of Regulation, Behaviour in Schools (DfE July 2022)*.

2. Our Bidbury Values

These are our key values that underpin all we do;

Value	Respect	Resilience	Independence	Self-Regulation
Character	Major Respect 	Captain Resilience 	Officer Independence 	Agent Self-Regulation 

These values follow the strands devised by the Primary Behaviour Service and link with the values held by Bidbury Junior School.

3. Aims

1. To ensure that the behaviour in the school is as good as it can be, building a safe, nurturing, and purposeful environment where our vibrant, enthusiastic children can learn and make as much progress as possible.
2. To ensure that all members of the school community; staff, governors, parents, volunteers and all other stakeholders adhere to the principles of this policy in the best interests of the children.
3. To make the key values, nurture, and zones of regulations central to the work of the school so that every child has a strong sense of appropriate behaviour choices and so that they feel safe, happy and ready to learn and can stand up for the values in an assertive and appropriate way.
4. To encourage all the children to know their responsibilities in relation to behaviour so that their own behaviour choices do not hinder the learning or well-being of others.

4. Information about Nurture

The principles of nurture underpin all our behaviour work.

“The concept of nurture highlights the importance of social environments – who you’re with, and not who you’re born to – and its significant influence on social emotional skills, wellbeing and behaviour. Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems.

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life” *Nurture UK*.

The six principles of nurture are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Ref: Lucas,S., Insley,K. and Buckland,G. (2006) *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve*, The Nurture Group Network.

Part 2 – Implementation –

The values above guide our children towards the desired behaviours and characteristics of effective learning and are visible throughout the school.

5. Routine

Routines will ensure children are clear about behaviour expectations.

- School adults will greet children at the beginning of the day enabling everyone to start the day positively and with a smile.
- Transition and movement around the school is quiet, orderly and supervised by all school adults.

- Adults use the Read Write Inc. finger instructions to support transition around the classroom: 1 = stand up quietly, 2 = prepare to move to next activity, 3 = sit down ready to learn.

Zones of Regulation (Zones)

Self-regulation is something everyone continually works on whether or not we are aware of it. We all encounter trying circumstances that test our limits from time to time. If we are able to recognize when we are becoming less regulated, we are more able to do something about it to manage our feelings and get ourselves to a healthy place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation (or Zones for short).

- a. What are the Zones?

These are based upon the work of Leah M Kuypers and link well to the idea of Growth Mindset and the work of Carol Dweck.

The Zones are a systematic, cognitive behavioural approach used to teach self-regulation by categorizing all the different ways we feel, and states of alertness we experience, into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts. By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® (www.socialthinking.com) concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

- b. The Four Zones: Our Feelings & States Determine Our Zone

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs.

- When given a green light or in the Green Zone, one is “good to go”.
- A yellow sign means be aware or take caution, which applies to the Yellow Zone.
- A red light or stop sign means stop, and when one is in the Red Zone this often is the case.
- The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.

All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, students are often experiencing a heightened internal state such as silliness or excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, students may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the library setting.

Staff should have a visual for the zones on their lanyards for easy reference with the children.

6. The Essentials

For us to achieve our aims, it is essential that everybody involved in the school follows the same principles and systems so we are working in a consistent way that all understand. This provides a cohesive approach that the children will understand.

- a) **Consistency** throughout the school is key. This whole school approach should be used by everybody although there may be some adaptations according to the learning needs of a child.
- b) **Fairness** of approach is essential. Children need to see that everyone is treated fairly and with equity.
- c) Children are seen as **individuals** with their own needs. Children progress at different rates and this is true in relation to behaviour as well as other aspects of their development. Each child is unique and is dealt with in a way that is appropriate to them whilst applying the same general principles of values and golden rules.
- d) We want to help the children to develop **self-regulation and independence** skills so they can think about their choices and actions for themselves. We have a carefully thought out PHSE and PSED curriculum designed to help a child develop these skills.
- e) We understand that our children are very young so we introduce key **vocabulary** slowly and use words that they can understand involving them as much as we can. We use visuals wherever we can to assist in this.
- f) We seek to foster a climate where members of the school community put others first and where everyone recognises the **rights and responsibilities** of each other.
- g) We always try to work from the **positive** rather than the negative. We aim to address the behaviour rather than the person.

- h) We understand that children are learning and will make mistakes. We help the children to **learn from their mistakes** and to think of the effect of their behaviour on the rights of others.
- i) We expect that all adults in the school, parents and carers to be good **role models** of the school values for the children in modelling rights and responsibilities in relation to behaviour.
- j) Although children are ultimately responsible for their behaviour, it is important to remember that children behave best when they have **clear expectations**. It is the adult's responsibility to be calm and consistent. It is the responsibility of adult to speak to children in a positive way. It is also the adult's responsibility to provide work or systems that are the right level for them that is stimulating, fun and challenging. It is also the adult's responsibility to be aware of each child's needs and to cater for them appropriately.

7. Roles and Responsibilities

	Responsibilities
Governors	<ul style="list-style-type: none"> • To ensure that the school has an appropriate behaviour policy that is regularly reviewed • To ask for and receive regular reports about the standards of behaviour in the school including in relation to vulnerable groups. • To be a critical friend when working with the headteacher in a strategic manner. • To play a role in monitoring the behaviour in a general sense and to provide visit reports when appropriate.
Headteacher	<ul style="list-style-type: none"> • To monitor the behaviour of the children accurately using a range of strategies so plans for the future improvements can be made and an overall judgement can be made. • To keep up to date about developments and research about encouraging excellent behaviour and to provide staff training. • To model excellent behaviour management using the underpinning principles of rights and responsibilities
Senior/Middle Leadership Team	<ul style="list-style-type: none"> • To work with their particular key stages to develop excellent behaviour underpinned by the principles of key values • To model excellent behaviour management within their key stages and across the school. • To liaise regularly about behaviour with the head teacher and other stake holders.
Class Teachers	<ul style="list-style-type: none"> • To build strong relationships with children and their families • To create a calm, safe purposeful, happy, positive learning environment • To take responsibility for the behaviour of the children in their classes • To know and implement rights and responsibilities • To model expected behaviour and positive relationships • To challenge children to meet the school expectations • To work with parents/carers
Support Staff	<ul style="list-style-type: none"> • To build strong relationships with children and their families • To assist in creating a calm, safe purposeful, happy, positive learning environment • To take responsibility for the behaviour of the children they are working with • To know and implement rights and responsibilities • To liaise with class teachers when faced with behavioural difficulties

Children	<ul style="list-style-type: none"> • Should be made aware of the school behaviour standards, expectations and consequences. • Should be taught about their responsibilities to follow the behaviour expectations. • To be asked about their experience of behaviour.
Parents/Carers	<ul style="list-style-type: none"> • To build strong relationships with school adults. • To be aware of the behaviour policy and support/reinforce this with their children. • Should be kept up to date about their child's behaviour and celebrate successes.

8. Parent/Carer Partnership

1. When their child starts school, each parent/carer signs a home school agreement so they know the rights and responsibilities of all involved in their child's education including themselves.
2. The school will communicate regularly with parents/carers when there has been a concern. This will be done confidentially and parents are encouraged to work in partnership to support their child with support being offered wherever possible.
3. Most communication is verbal at this age. We will occasionally write when we have been unable to contact parents/carers.
4. We only talk about the child of the parent/carer as we keep information about other children confidential.
5. Parents and carers are encouraged to speak to school if they are worried or concerned so that matters can be resolved quickly.

9. The PHSE Curriculum

1. Weekly PHSE sessions are planned in each year group.
2. Each year group have access to all the lesson plans and resources needed on the school server and the SCARF website. (<https://www.coramlifeeducation.org.uk/scarf/sign-in/>)
3. This curriculum resource aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning.
4. The materials are organised into six themes: Me and My Relationships, Valuing Difference, Keeping Myself Safe, Rights and Responsibilities, Being My Best, Growing and Changing. Each theme is designed for a whole-school approach and includes a whole-school assembly and suggested follow-up activities in all areas of the curriculum
5. Assemblies are planned in for the whole school developing the themes alongside the values.

10. Child-on-Child Abuse

Annual whole school safeguarding training will incorporate understanding child-on-child abuse, the signs to look for and the actions we will take to prevent this.

11. Displays and systems

1. There should be a **Zones of Regulation chart** for the children to use to regulate their emotions. This is a colour chart which has red, yellow, green and blue circles. The children should be aiming to be on the green circle and discussion about ways they can calm themselves so they are on the green circle.
2. **School Value** display in each class, school office, in the hall and in the leadership office.
3. **'Gem of the Day'** certificates to be given to one child per class and linked to the school values.
4. At the end of the week, a **Golden Gem** is awarded to a child who has consistently gone 'over and above' in demonstrating the school values during the week and is celebrated in assembly.
5. **Silver Ball** jar in each classroom for whole team reward. Children work together for positive outcomes to earn silver balls. When the jar is full, a whole class treat is awarded.
6. **Positive messages** are shared with parents/carers for behaviour that is 'over and above' via Seesaw.

12. Rewards for Good Behaviour Choices and Demonstrating Values

- Verbal praise
- Stickers
- Star of the Day 'Gem' Certificates
- Golden Gem Certificates (weekly)
- Silver Ball for whole class reward
- Being sent to a member of staff or previous teacher for praise/reward
- Message to parents via Seesaw

13. Strategies for Promoting Positive Behaviour Choices and Values

1. Use the **Zones of Regulation**
2. **Plan** for good behaviour – ensure lessons are well-planned and variation considered to challenge all children
3. Be aware of **transitions** – there may be occasions where children need re-induction into behaviour systems and routines e.g. each morning or before each session.
4. **Plan for the adults** in the room
5. **Involve the children**
6. Be **positive** – positive reinforcement of desired behaviours is more effective than naming undesirable behaviours e.g. "Thank you for walking" is more effective than "Don't run".
7. **Catch them being good**
8. **Be equitable** – Some children demonstrate behaviours that are undesirable as a result of age, SEN or disability. These children will need specific support and teaching in order to understand. In order to be equitable these children will need more time than other pupils. There may be cultural differences that may also need addressing.

9. **Be confidential** - We manage behavioural difficulties confidentially and do not talk about children who are having difficulties in front of other children or adults.
10. **Take Time** – If an incident has happened take time to find out what happened, to think and assess. Ensure all children have the opportunity to speak.
11. **Ask open Questions** - avoid asking why a child did something. The child may find this very difficult to verbalise. It is better to ask what happened and use the TED (Tell, Explain, Describe) method
12. **Be Calm** – At all times maintain calm, positive body language and tone of voice.
13. **Be proactive** – Support children in schools by celebrating positive behaviours and challenging negative choices.
14. Use the **language of rights and responsibilities** to empower the children.
15. **Repeat instructions** – Repeat the requested behaviour calmly but assertively
16. **Give a time frame** – Use ‘first’ and ‘then’ time words
17. **Variation** – know the developmental needs of each child and cater for them.

14. Children with Social and Emotional Learning Needs

For most children behaviour is managed in class or around the school using the normal structure of rewards and sanctions using the principles set out above. However, children identified as having special educational needs with regard to their emotional and social needs will need extra support in order that they can develop the skills they need to cope in school successfully and to make progress. These are some of the strategies we may use:

1. The child may have a behaviour plan.
2. The SENDCo, class teacher/lunch team will plan strategies to develop positive behaviour and to give support.
3. They may have additional support given to them both in the class and at lunchtime.
4. They may receive opportunities to develop special group skills e.g.by playing in a different area at lunch time with a member of staff and a group.
5. They may have special extra sticker charts or pictures that are collected leading to a reward.
6. They may be referred to the Educational Psychologist or specialist teacher service.
7. A high needs funding or EHCP request can be made for extra support where appropriate.
8. Working with the parent/carer is essential so they also feel supported.
9. Careful thought needs to be given so that children do not get labelled by others.

Each child is unique and so we may cater for children differently according to their needs although we stay within the whole school policy as much as we can.

15. Physical Restraint/Holding

Staff may possibly physically restrain where it's necessary to stop a pupil injuring him or herself or someone else, damaging property or causing serious disruption. This would be done as an absolute last resort and by a trained member of staff. A senior leader should always be involved with this and know about the situation. We do not restrain unless there

is a danger to the child or to others. We would expect to use all the de-escalation techniques used by Team Teach before any restraint happens. There is a separate physical restraint policy that staff follow at all times. Any case of physical restraint should be recorded on the appropriate form on the school desktop.

16. Staff Induction, Development and Support

Behaviour training is important for staff so they can be confident that they are supporting children effectively and positively. Induction for new staff will include training on the school's policy and procedures. The school uses the expertise of the Behaviour Support Team to support teachers both on a one to one basis as needed but also as a whole staff. Experienced staff mentor less experienced staff where needed to build confidence and a range of strategies. Teachers are given time with the SENDCo to decide on programmes where support is given and staff meeting time is allocated for training teachers and support staff.

Part 3 Impact

17. Monitoring

Behaviour is monitored in several ways:

1. Behaviours are recorded on CPOMS and are analysed regularly.
2. The analysis is shared with governors at meetings and in the Headteacher's report.
3. Pupil progress Meetings
4. Learning walks
5. Lunch time observations
6. Classroom observations
7. Discussions with children, staff and parents/carers
8. Governor visits
9. Case studies of key children.

Findings are fed back in line with the school monitoring policy and actions drawn up in line with outcomes.

Appendix A.

The behaviour system links to the Zones of Regulation

The Yellow Zone is used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone. A behaviour incident report is recorded on CPOMS.

Examples of behaviour in the yellow zone

- Continual poor listening
- Rocking on a chair and not stopping, causing a health and safety risk and distracting others.
- Shouting out continually distracting others
- Making silly noises and distracting others
- Wandering around the classroom following several reminders, distracting learning
- Careless treatment of property despite reminders so that others can't use the resource effectively
- Flicking objects around the room although not hurting anyone, distracting from learning
- Continually saying things that are inappropriate that may upset people
- Messing about in the toilets in a silly way e.g. messing around with water and looking under a door (depending on age/development of the child)
- Rudeness to another child
- Persistent low level disruption
- Hurting children through rough play, unintentionally

The child is asked to stop the inappropriate behaviour and given the opportunity to change and make good choices. The classroom behaviour chart is used as a starting point moving through the changes. If there is more than one child involved, all will be spoken with for fairness.

If there is no improvement, a member of staff will attempt to resolve the situation. They will talk to the child if the inappropriate behaviour continues, reminding them of their class/school 'Classroom Charter, values and the importance of making 'sensible choices in regard to their behaviour. Children are reminded that children come to school to learn and to have fun and explanation is made as to why their behaviour is not allowing themselves or others to do this. They need to be in the Green Zone (Ready to play, learn and listen).

The child is then once again, given the opportunity to change their behaviour and make the right choice. They are warned that if they continue to make 'choices which are not sensible,' that their parents will be informed. Parents may be contacted by telephone or emailed as soon as possible and an incident record form is completed.

Parents may be encouraged to make an appointment to discuss the behaviour, so the child can see parents and teachers working together.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone. Red Zone behaviour relates to the negative aspects of this zone where there may be a negative impact on the four nurture assurances of others.

Examples of behaviour in the red zone

- Further unwillingness to cooperate/follow instructions showing negatively heightened emotions demonstrating negative impact on staff and pupils
- Rudeness to any adult that is explosive and shows rage
- Throwing objects showing emotions are raised and rage
- Spitting, showing explosive behaviour
- Swearing when they are aware of their words and show anger
- Defacing others work deliberately to cause upset showing a lack awareness of the feelings of others
- Hurting other children
- Persistent inappropriate behaviour
- Racist comments or abuse
- Sexual comments or abuse
- Deliberately hurting another child or adult physically e.g. hitting, kicking etc.
- Bullying behaviours
- Stealing

A red zone behaviour incident will be reported via CPOMS. There must be a very clear written report about the behaviour as this makes dealing with the situation easier. Parents will be contacted as soon as possible on the day by telephone (or by Teachers2Parents), usually by the Headteacher (although the assistant head, SENDCo or class teacher can contact parents if the Headteacher is absent) and a meeting arranged at a time to suit all parties. Sanctions will be agreed and put into place. The consequences will be appropriate to the age of the child and could include loss of playtimes, and occasionally clubs, for making choices that are not sensible. This might result in an exclusion should the matter be serious enough.

All red zone behaviour incidents must be recorded by the adult who witnessed the behaviour as they will be aware of any circumstances that may be contributing to the child's inappropriate behaviour and will therefore be able to discuss behaviour with parents in this context. The incidents will always be further explored using by the Senior Leadership Team. All red zone behaviour incidents will be recorded on CPOMS.

All behaviour incidents are recorded on CPOMS for monitoring purposes.

If there has been a physical assault on a staff member, this must be recorded using the Hampshire online form held on the school desktop.

Exclusions Policy

1. Rationale

This deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve two important aims: The first is to ensure the safety and well-being of all members of the school community, and to maintain an appropriate education environment in which all can learn and succeed; The second is to realise the aim of reducing the need to use exclusion as a consequence.

2. Introduction

The decision to exclude a pupil will be taken in response to a serious breach of the school's Behaviour Policy if allowing the pupil to remain in school would seriously harm the education or welfare of pupils or staff in the school.

3. Promoting good behaviour

All pupils in a school benefit when behaviour is good. High standards of behaviour are important in helping children to feel safe and learn well, and parents and carers play a key part in this. There is a constant focus on promoting positive behaviour in the school, helping to build self-regulation and encouraging respect for others, but there will also be consequences to deter pupils from displaying poor behaviour.

4. Following the school's Behaviour Policy

The aim is always to avoid and minimize the need for exclusion through carefully planned interventions for children with behaviour challenges and by following the main behaviour policy which has a very clear emphasis on the positive with a system of clear rewards and sanctions. The agreed behavioural plan for a child, where there is one, should also be rigorously followed. The school should also usually have sought advice from the Primary Behaviour Service where possible. Parents should have been involved as partners if there have been existing behavioural difficulties. Exclusion is very rare in an infant school but there needs to be very clear systems to ensure that procedures are followed consistently and fairly.

We also have access to Waterloo Outreach for support for those children with an EHCP.

5. In-school exclusions

If children do not respond to the normal rewards and consequences they may have an 'in-school exclusion'. This will involve them working in a class other than their own or in a room with an adult. Work is provided by their class teacher and the child will usually work in

a reciprocal class for a period of half a day / one full day. A telephone call or a letter home will inform parents that this is to be carried out.

6. Fixed period exclusions

A child may be excluded from school for a fixed period of time if they have seriously broken school rules usually over a period of time or if allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils or staff. Examples of this behaviour may include:

1. Verbal abuse to staff and others / Verbal abuse to pupils
2. Physical abuse to/attack on staff/ Pupils (example fighting causing harm)
3. Damage to property
4. Theft
5. Threatened violence against another pupil or a member of staff
6. Unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the pupil's behaviour.

7. Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DFE regulations allow the Head teacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.

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

Following exclusion parents are contacted immediately where possible. A letter will be given to the parents in a meeting where possible or by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter. Pupils will be given work that needs to be completed.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Leadership Team and other staff where appropriate.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

8. Permanent Exclusion

The decision to exclude a pupil permanently is a serious one and very rare in an infant school. There are two main types of situation in which permanent exclusion may be considered:

The first is a final, formal step in a concerted process for dealing with behavioural offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement all available strategies have been exhausted and is used as a last resort.

The second is where there are very exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence because they are so serious. This would be highly unusual in an infant school.

Appendix B: Flowchart



Appendix C: Values in Practice at Bidbury Infant School

Respect	Resilience	Independence	Self-Regulation
I can use equipment safely.	I can keep going when finding things difficult.	I know when I need help.	I can make the right choices.
I can respect property.	I can accept when things are not always fair.	I can ask for things I need.	I can overcome my problems with support.
I can put my hand up when I need attention.	I can make good choices.	I can say good things about myself in a group situation.	I am able to ignore others' behaviour.
I can keep my hands and feet to myself.	I can learn from my mistakes with support.	I can organise myself for learning.	I can talk to others politely.
I can use kind words.	I understand when I need to ask for help.	I can learn from my mistakes.	I can use my safe place techniques.
I can say good things about myself.	I can recognise my emotions with support.	I can accept responsibility for my actions.	I can recognise when I am not coping.

Appendix D: Gem Certificates

Appendix D: Gem Certificates

Gem of the Day!



Gem of the Day!



demonstrated our value of
RESPECT today!

Well Done!

Date:

demonstrated our value of
RESILIENCE today!

Well Done!

Date:

Gem of the Day!



Gem of the Day!



demonstrated our value of
INDEPENDENCE today!

Well Done!

Date:

demonstrated our value of
SELF-REGULATION today!

Well Done!

Date:

Appendix E: Ofsted Behaviour and Attitudes

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see [statutory guidance on school exclusion](#)).
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

This policy has been created in line with the following school policies:

- Anti-Bullying
- Safeguarding
- Child Protection
- Attendance
- KCSiE 2022

Written: July 2022
Next Review: July 2025