BEHAVIOUR AND DISCIPLINE POLICY

Rationale

At Beechcroft Infants School, we believe that every member of our school community should feel confident, learn well, and be treated fairly. Our Behaviour and Discipline Policy aims to help all members of the school thrive and work together in an environment where everyone feels happy, safe, respected, and valued.
We recognise that positive relationships and a consistent, respectful approach to behaviour are essential for creating a safe and nurturing learning environment. Effective teaching and learning depends on strong relationships between staff and pupils, as well as among peers. Staff are expected to be consistent in enforcing school rules, uphold high expectations, and respond to unacceptable behaviour with a solution-focused, restorative approach.
Our policy is underpinned by the principles of **Ready, Respectful, Safe**, which reflect our commitment to supporting every child's emotional and social development. We prioritise relational safety, emotional regulation, and positive reinforcement, rather than relying solely on sanctions.
We understand that children may express unmet needs through behaviour, and our response will be rooted in empathy, curiosity and connection. As part of our ongoing development, we are embedding KCA's trauma-informed practice throughout this policy. We understand that some children may have experienced adversity or trauma, and our approach seeks to meet their needs through compassionate, relational support.
This is a recent change in our practice, and we are at the early stages of implementation. Staff are currently engaging in initial training and development, and the policy will continue to evolve as our understanding and expertise grow. Our aim is to create a whole-school culture where trauma-informed principles run as a thread through all aspects of behaviour support.
This policy has been written following Department for Education guidance (September 2024) and should be read in conjunction with the following school policies:

- Restraint and Physical Contact Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- SEND Policy

Aims
Our school aims to:

- Provide a safe environment where learning is enjoyable
- Offer an engaging and challenging curriculum
- Promote healthy, positive relationships
- Help each individual to discover and develop new skills
- Provide challenge and support to achieve high standards
- Encourage and support children to become well rounded, self-regulated, respectful, moral and caring
- Develop the mental wellbeing of pupils

School Ethos
Beechcroft Infants School is a caring, inclusive community where every child feels safe, valued, and that they truly belong. Our ethos is rooted in kindness, respect, and trust, with emotional wellbeing and positive relationships at the heart of learning. We celebrate individuality, nurture curiosity, and encourage resilience so every child can thrive.

School Vision

At Beechcroft Infants School, we aspire to nurture happy, confident learners who believe in themselves and their future. Through a love of learning, strong foundations in reading, and rich experiences, we prepare every child to flourish academically, socially, and emotionally — **Growing hearts, Shaping minds, Inspiring futures**.

Children are more likely to behave responsibly when they are given meaningful responsibility within a framework of clearly stated boundaries. At Beechcroft Infants School, all adults share the responsibility for encouraging positive behaviour. Staff intervene promptly, appropriately, and consistently when children exceed these boundaries, ensuring that responses are fair, solution-focused, and supportive.

Positive behaviour is consistently recognised and reinforced. Children are supported to make the right choices and are guided to develop problem-solving skills, emotional awareness, and self-regulation.

We aim to teach children to recognise, understand, and manage a range of emotions through our *Zones of Regulation* approach to emotional development. This framework is embedded across the school from Reception to Year 2 and provides children with strategies for emotional and sensory self-management. It helps children identify how they are feeling in the moment—based on their emotions and levels of alertness—and guides them towards appropriate regulation strategies. *(See Appendix 2 for more information.)*

This approach complements our commitment to trauma-informed practice, recognising that behaviour is a form of communication and that emotional regulation is key to wellbeing. All staff model respectful behaviour and use consistent language and expectations to support children's emotional and behavioural development.

Our approach to behaviour management, as outlined in this policy, is designed to promote positive behaviour through example and reward, rather than simply deter anti-social behaviour through punishment or sanction.

Please read our Behaviour Blueprint which clearly shows our procedures and expectations.

Our Blueprint underpins everything at Beechcroft and we have used the principles shared by Paul Dix and the empathy before education from KCA. This means that before we focus on teaching or correcting behaviour, we prioritise understanding the child's emotional state and needs. If a child is dysregulated or distressed, they are not ready to learn—so our first response should be connection, not correction.

School Rules

We believe that through our three rule – Ready, Respectful and Safe, these important behaviours and values are encouraged:

Are children **READY** - to listen, to learn, ready to go to lunch, ready with the right equipment (reading books, PE kits, Forest schools clothing).

Are children **RESPECTFUL** – Showing respect to each other, to adults, to their environment and to themselves.

Are children **SAFE** - Safe in their learning environment, safe with the people around them and safe in the activities in which they are taking part.

BEHAVIOUR BLUEPRINT

Adult Behaviour
Calm, consistent and fair
Give first attention to best conduct
Relentlessly bothered
Meet and greet with a smile
Recognise over and about conduct

Three Rules
Ready
Respectful
Safe

Over and above recognition
Praise
Brick on the Wall of Fame
Nomination for Hot Chocolate Monday
Parents and carers informed

Be the best that you can be

Stepped sanctions
Proximity praise
Reminders of expected behaviours
Reminders of rules
Zones of Regulation referred to
Take up time
Zone of Regulation tool support
Withdrawal offered
Withdrawal directed
Restorative conversations

Suggested sentence stems
I've noticed that .You know the school rules; ready, respectful, safe.
Can you remember when (refer to a positive example)...and how that made you feel? I expect you to . .(share expected behaviour) Thank you for listening.
I wonder if you are feeling. . .?
You look like you might be in the ...zone (refer to the Zones of Regulation..)
Is there something you need help with?

Restorative Questions	
Can you tell me what happened?	Can you explain how you were feeling?
What zone were you in?	
Did your actions help to solve the problem?	What could you have done differently?
Is there anything that needs to be done to make the situation right?	

Relentless Routines			
Politeness	Zones of Regulation	Supportive responses	Hot Chocolate Monday

The Governing Body will:

- Support the Headteacher and staff in applying the policy consistently
- Provide advice on disciplinary matters, including suspensions and exclusions
- Review the effectiveness and impact of the policy
- Recognise that behaviour is a whole-school management issue and part of the school's strategic leadership

The Headteacher will:
Ensure trauma-informed principles are reflected in all behaviour data analysis, staff supervision, and policy reviews.

- Lead by example, implementing the positive behaviour policy and reinforcing the need for consistency throughout the school.
- Create a culture of emotional safety, ensuring that all children and staff feel seen, heard, and valued.
- Be ultimately responsible and accountable for behaviour throughout the school.
- Report to Governors regarding the effectiveness of the policy and its impact on wellbeing and behaviour.
- Meet with parents/carers of children who present with challenging behaviour, using a relational and empathetic approach.
- Liaise closely with the Children's Champion, ensuring joined-up support for pupils and staff.
- Support staff when dealing with challenging behaviour, recognising the impact of compassion fatigue and promoting staff resilience.
- Ensure the health, safety, and welfare of all children and staff, including emotional wellbeing.
- Praise and encourage positive behaviour, using rewards, recognition, and dedicated assemblies to celebrate success.
- Champion staff wellbeing, modelling reflective practice and promoting a culture where adults feel supported and empowered.
- Challenge punitive practices, ensuring that behaviour management is rooted in connection, curiosity, and understanding.

Staff will:

- Deliver a well-balanced, creative curriculum that supports all learners.
- Use the Zones of Regulation to help children understand and manage emotions.
- Build positive relationships by listening, valuing, and respecting each child.
- Model calm, respectful behaviour and promote relational safety.
- Offer choices and guide children to make positive decisions.
- Reinforce positive behaviour through praise, rewards, and recognition.
- Communicate with parents/carers about behaviour and wellbeing.
- Record and report concerns using CPOMS and follow school procedures.
- Apply the behaviour policy consistently and challenge unwanted behaviour with empathy.
- Work collaboratively with colleagues to support children effectively.
- Recognise that behaviour may reflect unmet needs and respond with curiosity and compassion.
- Support their own wellbeing and reflect on practice, contributing to a safe and supportive school culture.

Children will:

- Take responsibility for their actions and understand their impact on others

- Show respect for others, their views, and feelings
- Recognise and accept that people may feel differently from themselves
- Be fair, kind, and cooperative
- Listen, reflect, and make positive changes to their behaviour
- Follow the school rules: *Ready, Respectful, Safe*
- Understand and use the *Zones of Regulation* to talk about emotions and self-regulation

The Role of Parents and Carers

- At Beechcroft Infants School, we value strong partnerships with parents and carers. Working together ensures children receive consistent messages about behaviour, both at home and at school.
- Our school aims, ethos, and behaviour expectations are shared through the school prospectus and ongoing communication. Parents/carers are encouraged to engage with these and support their child's learning and wellbeing.
- We aim to maintain a supportive dialogue between home and school. If concerns arise about a child's behaviour or welfare, staff will communicate with parents/carers promptly and sensitively. Teachers, SLT, and the Children's Champion work together to ensure joined-up support.
- We ask that parents/carers support the school's approach to behaviour, including any reasonable sanctions applied. If concerns arise, we encourage parents/carers to speak first with the class teacher. If further discussion is needed, the Headteacher or school governors can be contacted. Where necessary, a formal grievance or appeal process is available.
- Together, we aim to create a safe, respectful, and emotionally supportive environment for every child.

Lunchtime behaviour

Behaviour at lunchtime is expected to reflect the same high standards as in the classroom and during break times. There is zero tolerance for swearing or aggressive behaviour towards other children or staff.

If such incidents occur, the child will be referred to the Headteacher or a member of the Senior Leadership Team. Wherever possible, a restorative conversation will take place to help the child reflect, repair relationships, and make positive choices moving forward.

Incentives

The emphasis is always on positive forms of encouragement and praise. Staff use a range of age-appropriate strategies to recognise and reinforce positive behaviour, including verbal praise, visual cues, celebration assemblies, and opportunities for responsibility and reward. See Appendix 1 for examples. Recognition systems will be adapted for children with emotional or sensory needs, ensuring all children feel seen and valued.

Unacceptable behaviours

While our emphasis is on positive encouragement and praise, we recognise that some behaviours fall outside the boundaries of what is acceptable in our school community. See Appendix 1 for examples.

Staff respond to these behaviours with consistency, empathy and, where possible, consequences will involve restorative conversations and opportunities to repair relationships.

Use of restrictive intervention and reasonable force

All staff at Beechcroft Infants School may, when absolutely necessary, use reasonable force as part of a wider set of restrictive interventions. These measures include a range of responses—from supportive, non-physical actions to, in very rare circumstances, more restrictive approaches—to help keep everyone safe. Our intention is always to use the *least intrusive*

response possible, and only when other strategies have not been effective in reducing immediate risk.
Restrictive interventions are only considered in limited situations, such as when a child may:
• be at risk of causing injury to themselves or others
• be at risk of committing a criminal offence
• be causing, or at risk of causing, significant damage to property
• be creating a level of disorder that prevents others from feeling safe or able to learn
Our staff team is trained in de-escalation so that calming, relational strategies are always used first. We focus on prevention, connection, and understanding the child's emotional needs before any restrictive intervention is considered. Only staff who are trained in approved techniques may use physical restraint, and even then, it is used with great care, for the shortest possible time, and never as a form of punishment.
All staff closely follow the school's Policy, and we make reasonable adjustments for children with additional needs to ensure that support is always fair, thoughtful, and tailored. All restrictive interventions are recorded and shared with parents in line with statutory requirements, and staff are expected to read our Restrictive Intervention, Including the Use of Reasonable Force, in Schools Policy for full guidance.

Effective communication and strong parental partnerships are key to maintaining high standards of behaviour. Where concerns arise, staff will engage with parents/carers to share observations, discuss support strategies, and explore external services if needed. Teachers, SLT, and the Children's Champion work collaboratively to ensure joined-up support. The *Zones of Regulation* and SEHM assessments are used to identify children who may benefit from targeted emotional support.

Child on Child Abuse
We recognise that children are capable of abusing other children. We understand that the pupil/student who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately.
Child on child abuse can include but are not limited to sexual harassment, sexting and sexual violence.

Adverse Childhood Experiences (ACE) and Trauma
As a school we ensure that all staff working directly with children/young people have a knowledge and understanding of the impact of adversity and trauma on children's mental and physical health, development and life chances. We understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn.

Sexual Harassment/Violence
Our school makes clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

- All incidents of sexual harassment or violence will be investigated.
- Will be reported to the safeguarding team.
- Staff will follow the safeguarding procedures set out in the safeguarding policy. (See Safeguarding Policy for further information)
- Parents will be informed.
- Additional lessons using Jigsaw and NSPCC resources relevant to the incident e.g. Use of the pants rule
- Pastoral support for the parties involved

Fixed term Suspension and Permanent Exclusions

Suspension/Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Headteacher, the Deputy Headteacher who is acting in that role).

Suspension/Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on Staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse, assault or misconduct
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.

Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour. This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

Suspension procedure
Most suspensions are of a fixed term nature and are of short duration (usually between one and five days).

The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review fixed term suspensions which would lead to a student being suspended for over five days but not over 15 days in a school term where a parent/carer has expressed a wish to make representations.

Following suspension parents/carers are contacted immediately where possible. A letter will be sent giving details of the suspension and the date the suspension ends. Parents/carers have a right to make representations to the Governing Body as directed in the letter. The Local Authority, Social Worker (if involved) and Virtual School (if applicable) are also notified.

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

During the course of a fixed term suspension where the student is to be at home, parents/carers are advised that the student is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/carers.

Permanent Exclusion
The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.
1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying)

or repeated possession and or use of an illegal drug on School premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.

The School may consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the School.

General factors the School considers before making a decision to exclude

• Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Headteacher will:
• Ensure appropriate investigations have been carried out.
• Consider all the evidence available to support the allegations
• Allow the student to give her/his version of events.
• Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Headteacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion
In reaching a decision, the Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider

a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and
b) the effect that the student remaining in the School would have on the education and welfare of other students and staff.

Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, it is the School's usual policy in this particularly serious matter to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's School record, witness statements and the strategies used by the School to support the student prior to exclusion. In the light of its consideration, the governing board can either: • decline to reinstate the pupil; or • direct reinstatement of the pupil immediately or on a particular date.
For permanent exclusions the Governors' Pupil Discipline Committee will be convened between 5 school days and before 15 school days of exclusion. The Committee will consist of 3 or 5 governors and a Local Authority representative may be present.
Parents/Carers can present information and/or make representations on why not to exclude and can be can be accompanied by a friend.

Governors review the situation with the line of "balance of probabilities" and will provide their decision as soon as possible after the meeting.

MONITORING

The Headteacher monitors the effectiveness of this policy on a regular basis.

The school keeps records of serious incidents of misbehaviour. The class teacher may record minor classroom incidents, as part of a child's behaviour record. The Headteacher may record serious incidents where a child is sent to her on account of poor behaviour. MDSA's are advised to inform class teachers of any incidents that occur at lunchtimes.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

REVIEW

The governing body reviews the policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

APPENDIX 1

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

- Golden Book and certificates – reinforces values publicly.
- Hot Chocolate Monday – recognises exceptional behaviour.
- Class Wall of Fame – encourages ongoing motivation and links directly to school rules.
- Public praise – in class, assemblies, or whole school.
- Visit to another member of staff/headteacher for praise or sticker – builds connection and recognition.
- Giving children responsibility – aligns with your rationale about responsibility within boundaries.
- Zones of Regulation – already embedded and central to your emotional development approach.
- WOW boards
- Quiet word or encouraging smile
- Feedback on pupils' work
- Applause from peers
- Role modelling
- Signs and symbols (e.g. thumbs up)
- Privilege time
- Use of school report to comment on behaviour
- Assemblies to celebrate success

We find the following behaviours to be unacceptable and will be corrected:

- bullying in any form including name calling.
- aggressive play to include biting, kicking, spitting
- aggressive retaliation
- racist and sexist behaviour
- cheating
- stealing
- being deliberately deceitful or dishonest
- swearing
- being cruel or unkind (to other children or living things)
- showing lack of respect for others, property or equipment
- deliberately destroying property
- any form of sexual violence or sexual harassment
- any form of discrimination e.g. race, disability, sexual orientation, gender re-assignment and faith or religion.

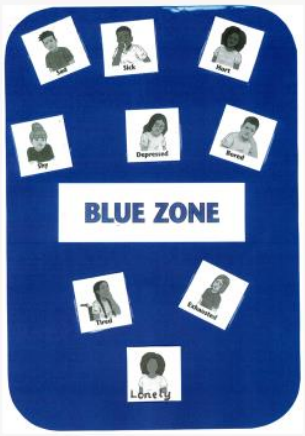
De-escalation methods

These strategies are listed in the Bound and Numbered Book. It is expected that some attempt at these strategies should be made before the use of physical intervention:

- Humour
- Verbal advice and support
- Firm clear directions
- Negotiation

- Limited choices
- Distraction
- Diversion
- Reassurance
- Planned ignoring
- Contingent touch
- Calm talking
- Calm stance
- Patience
- Withdrawal offered
- Withdrawal directed
- Swap adult
- Reminders about consequences
- Success reminders

APPENDIX 2



The blue zone is used to describe low states of alertness, such as when a child feels sad, tired, sick, or bored. This is when your body is moving slowly or sluggishly.



The green zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focussed, or content when in the green zone. This is the zone children generally need to be in for school work and being social. Being in the green zone shows control.

The green zone you are " good to go".



The yellow zone is used to describe a heightened state of alertness; however a person has some control when in the yellow zone. A person may experience stress, frustration, anxiety, excitement, silliness, nervousness, confusion and many more slightly elevated emotions and states when in the yellow zone (wiggly or sensory seeking). The yellow zone is starting to lose control.

When in the yellow zone, proceed with caution.



The red zone is used to describe extremely heightened state of alertness or very intense feelings. A person may be experiencing anger, panic, terror, devastation, or elation when in the red zone.

Being in the red zone can be explained by being overwhelmed by your feelings and having a loss of control.