

Feltham Hill Infant & Nursery School

Behaviour including Anti Bullying Policy and Statement of Behaviour Principles

September 2024

The Behaviour Policy underpins the ethos of the school. It is based on a positive behaviour approach.

It must be used by all staff to ensure that children feel happy and safe and therefore able to learn.

September 2024

Prepared by: Headteacher

Discussed with: Strategy SLT & safeguarding governor

Agreed with governors: FGB (Nov 2024)

Agreed with: All school staff (Sept 2024)

To be reviewed and updated: Sept 2025

Aims of the policy

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what leaders consider to be unacceptable behaviour, including bullying and discrimination.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.

- And the [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

Also, this policy complies with schools' funding agreement and articles of association.

Definitions

Misbehaviour

Leaders define this as when pupils' do not follow the school rules.

This can include in class sessions:

- Consistent low level disruption.
- Not actively looking and listening.
- Not paying attention.
- Fidgeting with resources.
- Talking to peers when not appropriate.

It can also include during busy learning:

- Running inside.

- Not remaining focussed on an activity/area.
- Not sharing or collaborating with a peer.
- Spoiling a peer's work on purpose.
- Not tidying and or looking after the classroom and busy learning areas inside and outside.

Serious misbehaviour

These are more serious breaches of pupils' behaviour.

And include:

- Any form of bullying.
- Refusing to follow sanctions given i.e. going to a leader.
- Hitting out at pupils and/or staff.
- Scratching pupils and/or staff.
- Trying to run away from staff.
- Deliberately throwing and/or breaking things.
- Trashing rooms.
- Locking themselves in rooms.
- Continually screaming and shouting.

More importantly not responding to a leader and not calming down.

Bullying

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

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Disability-based	Comments focused on a particular characteristic (e.g. race,)
Direct or indirect verbal	Name-calling, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites,

Bullying is not tolerated and incidents are reported to the Headteacher.

- The victim is supported and the child displaying bullying behaviour given sanctions.

- Parents are informed of incidents.
- Incidents are reported to Governors.
- There are regular assemblies and planned personal social health & economic (PSHE) sessions devoted to anti bullying.
- In Key stage 1 (KS1) pupils celebrate anti-bullying week.

Racist or hate crime incidents

The victim is supported and the child displaying racist behaviour given sanctions.

- Parents are informed of incidents.
- Racist incidents are not tolerated and are reported to Governors.
- There are regular assemblies and planned RE/ PSHE sessions devoted to respecting different religions, ethnicities and cultures.

Cyber-bullying

School's aged pupils, are encouraged to only use a device when accompanied by their parent/carer at home.

- In school, they are always closely supervised.
- And they do not use social media sites at school.

Roles and responsibilities

The governing body

Governors' delegate reviewing this policy to the Headteacher but it must be agreed by the Full governing body (FGB) meeting in November.

- This includes reviewing and approving the written statement of behaviour principles.
Appendix 1

However, the governing body is responsible for:

- Monitoring the policy's effectiveness.
- Holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy, annually in conjunction with the governing body and strategy team.
- Giving due consideration to the school's statement of behaviour principles.
Appendix 1

Also:

- Ensuring that the school's environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.

And:

- Ensuring new staff have an effective induction into the school's behavioural culture.

- So they understand its rules and routines, and how best to support all pupils to participate fully.

In addition:

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Organising for the special educational needs co-ordinator (SENCo) to lead whole staff training, at least termly.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

Teachers and staff

Leaders insist that all staff are responsible for ensuring pupils' positive behaviour.

Staff must:

- Create a calm and safe environment for pupils.
- Establish and maintain clear boundaries of acceptable pupil behaviour.
- Implement the behaviour policy consistently.
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.

And:

- Model expected behaviour and positive relationships.
- Provide a personalised approach to the specific behavioural needs of particular pupils after discussion with the SENCo.
- Consider their own professional behaviour.

Also:

- Meet with parents and the SENCo to discuss a behaviour log before it goes home.
- Then record behaviour incidents promptly, and send to the Headteacher.
- Challenge all pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Read the behaviour log for their information only and the school's actions taken but not read to their child or reprimand their child.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

- Take part in the life of the school and its culture.
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be taught the following during their time at school:

- The school's rules.
- The rewards they will receive for following directions.
- The sanctions for making bad choices.

- To use positive behaviour at all times.
- Their class and school routines.
- Pupils will be reminded of these expectations throughout the academic year.

The school's behaviour curriculum

Classroom management

Teaching and support teaching staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating and well-organised environment that encourages pupils to be engaged
- Display the school rules in their class, including the pink and yellow consequence sheets and a class reward sheet on a behaviour wall (except nursery).

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning.
- Establishing clear routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and praising good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.

In addition:

- Adults, particularly class teachers must be positioned, so that they can monitor all of the class and have good eye contact with all of the children.
- A child not making good choices could be put next to a child who is making good choices to act as a positive role model.
- All adults must be consistent with all children.
- Children must be taught to keep busy learning areas tidy.
- Resources should be labelled and organised so that children can use them independently.
- Adults must insist children walk around the school environment so they are safe.
- Behaviour displays in class will promote children following the school rules and will include photos of children doing so.
- The use of the 'Zones of Regulation' can also support children's emotional wellbeing. These should also be displayed on the class behaviour wall or

in another way that the teacher see fit to suit the age of the children.
Guidance for this can be sought from the Year Leader or the SENCo.

Pupils working in the Centre are supported by a visual behaviour system which includes rewards and sanctions.

- These are immediate to reflect the level of need of the child.
- When a child goes up the behaviour wall for good choices they receive a motivating reward e.g. bubbles.
- If a child goes down the behaviour wall after making bad choices, this may lead to a time out e.g. A Year 1 child 5-6 minutes.

School rules

Pupils must know the school rules and adults must continually refer to them.

Nursery follows the first rule.

Reception uses the first two rules.

Yr1 & Yr2 use all four rules:

Always follow directions

Keep Your Hands, Feet and Objects to Yourself

Be Helpful and Polite to Everyone

Look and Listen to the Person Talking

Teaching the school rules

For children to know and understand school rules they must be taught them regularly and reminded frequently or whenever necessary.

- Adults can use Circle Times.
- PSHE and personal social emotional development (PSED) sessions.
- There will be some assembly themes.
N.B. For safeguarding reasons it is important to remind children that the directions they follow should always make them feel safe.

Using school rules

- Use 'Follow Directions' and ensure children understand the terminology.
- Give clear and concise directions.
- E.G 'Your direction is to sit on the carpet'.
- Ensure children know that they can make a good choice and follow the direction or make a bad choice and not follow the direction.
- Be relentless and ensure everyone is following directions and listening.
- Ensure a pleasant working environment.

Ensuring positive behaviour at lunchtimes

There are two lead school meals supervisory assistants (SMSAs) who monitor behaviour.

- All SMSAs must ensure pupils do not shout or run in the dining hall.
- They must refer to the noise monitor on the whiteboard.
- They must also use praise so that quietest tables win the trophy.

Also:

- SMSAs award stickers and class stars.

And:

- If a child has not followed a direction they might have time out in the hall.
- The SMSA may inform the Class Teacher if a child has not made a good choice.
- Serious incidents are reported to the Headteacher, Deputy or Assistant Heads.
- Staff may refer children to a lunchtime nurture group for children not making good choices.
- The nurture group will be run by an SMSA and include activities to reinforce rules and social skills.

Responding to good behaviour

Using Praise

- Reward good choices with verbal praise and ensure children can hear the intonation in your voice.
- Use smiles and ensure your expression is positive.
- Continually use stickers.
- Repeat the direction when praising a good choice.
- E.G *'Thank you for looking and listening to me.'*
- Use class rewards to apply peer pressure for making good choices.
- 'Catch them Being Good' – Where possible praise good choices as some children only get acknowledged for bad choices.
- Use 'Close proximity praise' – Praise the children making good choices next to those not.

Responding to poor behaviour

Using sanctions/consequences

- All adults must consistently use the sanctions.
- **A reminder** –
Repeat the direction with the reminder. *'I am reminding you to....The direction is....This is your reminder'*.
- **The Pink Warning Sheet**
Appendix 2
If a child does not follow a direction they are given a warning. *'You have had a warning. You are still not.....which is your direction. So you now have a warning'*.
The child's name is put on the pink warning sheet.
- **A Yellow Consequence Sheet**
(Appendix 3)
Once the child's name is on the pink sheet any further sanction that day means the child's name will be put on the yellow sheet.
- **Consequence 1**
They will have time out in their class with a 5 minute timer.
- **Consequence 2**
Time out from their class to another staff member with a 5 minute timer.
The child should be in an area near the leader.
But don't use a chair.
- **Consequence 3**
Time out with the Headteacher, Deputy or Assistant Head.
Parents/Carers may be phoned.
- **Straight to Consequence 3**

- If a child hurts another child they must go straight to Consequence 3 and to the Head, Deputy, Assistant Heads or special educational needs coordinator (SENCo) for time out.
- Parents may be phoned, often with the child in the room.

- If a child refuses to go for a time out with a Senior Leader the Head or another Senior Leader must be sent for.
- Only staff trained on positive handling will remove the child.
- Parents/Carers will be phoned.

- At the end of each day the pink and yellow sheets must be wiped clean.
- If a child persistently hurts other children or adults or there are serious and/or persistent breaches of the school behaviour policy – a home-school log will be used to record incidences.
See Appendix 6.
- The home-school log may also be used for children who regularly refuse to follow directions.
- Before a log is implemented parents will be spoken to by the class teacher and SENCo.

De-escalating

Leaders expect all staff to use every strategy to de-escalate a situation before a pupil loses control.

This will include:

- Ignoring poor behaviour.
- Distracting the pupil with something different e.g. a puzzle or book.
- Giving the pupil space.
- Pretending to be busy and not looking at them, they want adult attention.

Reasonable force

Every strategy must be used to calm the child and diffuse the situation before an adult uses reasonable force.

Once a child has lost control, it is hard for them to calm down and takes leaders time.

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing chaos and disorder.
- Hurting themselves and/or others.
- Damaging property.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

See appendix 4

- The SENCo alongside the Headteacher, will ensure that staff receive appropriate training.

- Only trained staff will hold a child.
- The parents/carers will sign a letter agreeing to their child being held and always be informed.
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

- Leaders will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our child protection and safeguarding policy for more information.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

- When incidents of misbehaviour arise, leaders will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND.
- Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#)).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.
- As part of the meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Approaches may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.

- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (sensory room or small group rooms) where pupils can regulate their emotions during a moment of sensory overload.
- Adapting sanctions for pupils with SEND.

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction.
- Whether the pupil was unable to act differently, at the time, as a result of their SEND.
- Whether the pupil is likely to behave aggressively due to their particular SEND.
- If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

- The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.
- Considering whether a pupil displaying challenging behaviour may have unidentified SEND.
- The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- When acute needs are identified in a pupil, leaders will liaise with external agencies and plan support programmes for that child.
- Leaders will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

- If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue.
- If appropriate, the school may request an emergency review of the EHC plan.

London Borough of Hounslow – Special Education Needs and Disability

- Website:
https://www.hounslow.gov.uk/info/20025/schools_and_colleges/72/special_education_needs_and_disability_send
- Email: sen@hounslow.gov.uk

Responding to severe behaviour

Exclusion

All exclusions will be handled in accordance with the Statutory Guidance provided by the Department of Education September 2017.

Among other things this:

- Provides that only the Headteacher can exclude.

- This power cannot be delegated.
- Sets out what can constitute grounds for exclusion and the considerations that must be taken into account.
- This includes the need to avoid, where possible, the permanent exclusion of a looked after child or a child with an Education Health Care Plan (EHCP).
- Allows Parents/Carers to make representations to the Governing Body in relation to any exclusion lasting longer than a specified period.
- Requires the Governing Body to review any decision to permanently exclude a child.
- The Parents/Carers and the local authority must be invited to attend and make representations.
- However, the governing Body must review the decision within 15 school days, whether or not the Parents/Carers decide to attend and make representations.

Fixed Day Exclusion

- On some occasions, the individual behaviour plan or specific strategies used in the school will not meet the needs of a child with very challenging behaviour.
- Parents will be notified by a senior leader and the home school log will be discussed.
- The Home-School log will be emailed to the parents every time there is an incident.
- If the serious incidents continue a Leader will meet with the Parents/Carers and inform them that the child may be excluded for a fixed period of one day in the first instance.
- After the Parent/Carers have been informed the next time there is a breach of the behaviour policy involving harm to others, they will be asked to collect their child for the remainder of the day which is not exclusion.
- If there continue to be incidences causing harm the Headteacher may exclude the child for a fixed day.
- Parents/Carers will be given a letter identifying the reasons for the exclusion.
- The Chair of Governors and Local Authority (LA) will be informed.
- And a form completed for the LA.
- When the child returns to school there will be a meeting with the Headteacher and Deputy or Centre/SEN Leader.
- The child will be reminded of acceptable behaviour at school.
- Parents will be informed that the fixed day exclusion may occur again if there are other incidents causing harm.

Permanent Exclusion (PEX)

If the fixed day exclusions have not successfully improved the persistent breaches of behaviour the Headteacher may permanently exclude the child.

- This decision will be made to ensure the safety and well-being of the child concerned, the other children and staff.
- The Headteacher will notify the Parents/Carers and will give them a letter explaining the permanent exclusion.
- The Chair of Governors and Local Authority will be informed and a form completed for the LA.

- The Headteacher will inform Hounslow SEN if the child has an EHCP.
- Within 15 days the Governing Body will review the Headteacher's decision to permanently exclude the child.
- The Parents/Carers and the local authority will be invited to attend and make representations.

Training

As part of their induction process, staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint.
- The needs of the pupils at the school.
- How SEND and mental health needs impact behaviour.
- Behaviour management will also form part of continuing professional development.
- Leaders and experienced teachers will also model to staff, positive behaviour management.
- The Headteacher keeps a continual professional development (CPD) log of additional training which includes behaviour management.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher or deputy headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

- At each review, the policy will be approved by the full governing body.
- The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

This policy should be read alongside the following policies:

SEND

Health and Safety

Teaching and Learning
Exclusions Policy
Child Protection and Safeguarding Policy
PSHE Including RHE Policy

Appendix 1: Written statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

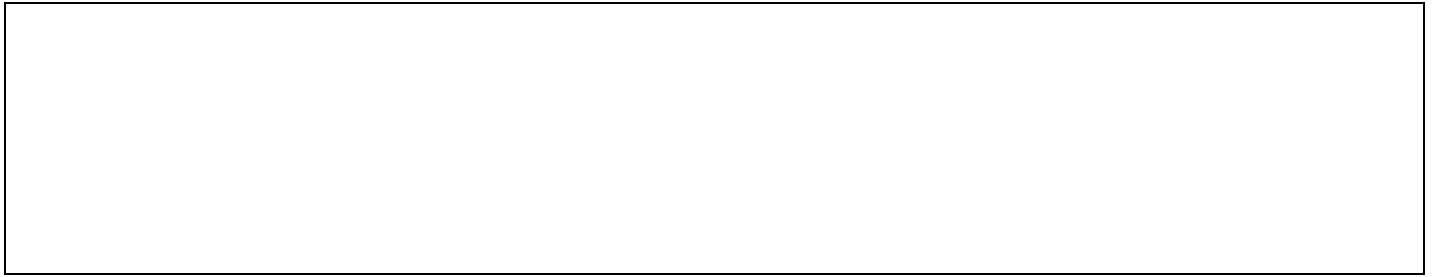
Appendix 2: Pink Sheet

<p>Pink Warning Sheet</p> <p><i>Write the child's name</i></p>

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Appendix 3: Yellow Sheet

<p>Yellow Consequence Sheet <i>Write the child's name in appropriate consequence</i></p>
<p>Consequence 1 <i>5 min time out in the class</i></p>
<p>Consequence 2 <i>Time out in a different class</i></p>
<p>Consequence 3 <i>Time out with the Headteacher, Deputy or Assistant Head</i></p>
<p>Straight to Consequence 3 <i>Time out with the Headteacher, Deputy or Assistant Head</i></p>



Appendix 4: Behaviour Plan and Log

Feltham Hill Infant and Nursery School		Behaviour plan and log		
Name:	Date of birth:	Year group:	Class:	
Start date:	Review date:			
Medical conditions/needs:				
Staff working with pupil:				
Challenging behaviour		Targets		
What does it look like? What triggers it?		What are we working towards? How do we get there?		
Strategies for positive behaviour		Early warning signs		
How do we maintain positive behaviour? <ul style="list-style-type: none"> Phrases to use Rewards, motivations 		How do we prevent an incident? <ul style="list-style-type: none"> What to look out for How to respond (reminders, alternative environment) 		
Reactive strategies		Support after an incident		
How do we diffuse the situation? <ul style="list-style-type: none"> What to do and what not to do Phrases to use Calming techniques At what stage should another member of staff be informed? Who should this be?		How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?		
Agreement:				
Parent name:		Staff name:		
Parent signature:		Staff signature:		
Date:		Date:		

1

Feltham Hill Infant and Nursery School		Behaviour plan and log		
Name:		Class:		
Skills and Talents:		Achievements:		
Likes:		Dislikes:		
Log of incidents:				
Date	Description of behaviour	Trigger for incident	Action taken	Emailed home (✓)
IBP evaluation and next steps:				
How effective is the plan?				
Record suggestions to be considered when this plan is reviewed.				

