Behaviour including Anti Bullying Policy and Statement of Behaviour Principles

September 2026

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.

Prepared by: Acting Headteacher
Agreed with governors: FGB (Dec 2026)
To be reviewed and updated: July 2027

1.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.

2.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

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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.

3. Definitions

Misbehaviour is defined as:

- Disruptions in lessons, outside learning and at lunchtimes
- Consistent low level disruption.

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 is defined as:

- Repeated breaches of the school rules
- 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.

4. 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 and racist incidents are not tolerated and are reported to the Headteacher.

The victim is supported and the child displaying bullying behaviour given sanctions. Parents are informed of incidents by the teacher and Year Leader. All incidents of bullying and racist incidents should also be recorded on Myconcern.

Incidents are also 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.

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.

5. Roles and responsibilities

5.1 The governing board

The Governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (*Appendix 1)*
- Ensuring the headteacher reviews the policy
- Monitoring the policy's effectiveness.
- Holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy, annually in conjunction with the governing board, this may be delegated to a member of the SLT
- Giving due consideration to the school's statement of behaviour principles (*Appendix 1)*
- 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
- 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
- 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
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour logs is reviewed regularly by the SENCo, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils after discussion with the SENCo
- Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Record behaviour incidents promptly (see appendix 3)
- Challenging pupils to meet the school's expectations

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

5.4 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
- 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.

5.5 Pupils

Pupils will be made aware og the following during their induction in the behaviour culture of the school:

- The expected standard behaviour they should be displaying at school
- The school's key rules and routines
- The rewards they can earn for following the school rules and the consequences they will face for making poor choices.

Pupils will be supported to meet the behaviour standards and will be reminded of these expectations throughout the academic year.

6 School 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).

Staff must develop a positive relationship with pupils, which will 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

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

In addition:

- All adults 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.
- SMSAs award stickers and class stars.
- 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.

- **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.

- 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.

7 Safeguarding

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

We 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.

7.1 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

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/carers (see appendix 4 for a behaviour log)

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.

8 Responding to misbehaviour from pupils with SEND

8.1 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.

8.2 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.
- The pupil was unable to act differently, at the time, as a result of their SEND.
- 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.

8.3 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. We will work with parents to create the plan and review it on a regular basis.

8.4 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

9. 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 mangement.

10. Monitoring arrangements

10.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including remocal from the classroom
- Attendance, permanent exclusions and suspensions
- Perceptions and experiences of school behaviour culture for staff, pupils and governors (via anonymous surveys)

The data will be analysed every term by our SENCo. The data will be analysed from a variety of perspectives including:

- School level
- Year group
- By protected characteristic

The school ill use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

10.2 Monitoring this policy

This behaviour policy will be reviewed by the 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.

11. Links with other 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

Pink Warning Sheet ***Write the child's name***

Appendix 3: Yellow Sheet

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

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 What does it look like? What triggers it?		**Targets** What are we working towards? How do we get there?	
Strategies for positive behaviour How do we maintain positive behaviour? • Phrases to use • Rewards, motivatiors		**Early warning signs** How do we prevent an incident? • What to look out for • How to respond (reminders, alternative environment)	
Reactive strategies How do we diffuse the situation? • 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?		**Support after an incident** 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: Parent signature: Date:		Staff name: Staff signature: Date:	

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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.				