



Management of Pupil Behaviour Policy 2025

Next review: Autumn 2026

Hurst Green School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Hurst Green Infant School and Nursery

BEHAVIOUR MANAGEMENT POLICY

'Pupils behave well and have positive attitudes to learning' (OFSTED November 2019)

Hurst Green Infant School and Nursery regards the school behaviour policy as pivotal in developing each child as an individual and to develop their potential to the fullest. We believe that all individuals should be valued.

We take a positive whole-school approach to behaviour management in which all members of staff co-operate and support each other in the development of appropriate behaviour in school

Through our behaviour policy we aspire to create an environment in which children achieve and feel happy, confident and secure.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management within a caring, friendly, safe and relaxed environment
- Encourage children to show others consideration and respect, co-operation and tolerance and kindness and compassion
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how children are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and statutory requirements

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

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf
- <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Section 175 of the <https://www.legislation.gov.uk/id/ukpga/2002/32>
- Sections 88-94 of the <https://www.legislation.gov.uk/id/ukpga/2002/32>

Roles and Responsibilities

The Governing Body

The governors are responsible for reviewing and approving the behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governors. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. The Headteacher supports staff in responding to behaviour incidents taking the cultural and religious differences of pupils into account.

Staff

Staff will model positive behaviour and rewards, sanctions and reasonable force consistently. They will provide a personalised approach to the specific behavioural needs of particular pupils. Staff liaise closely and discuss the conduct of children in their care throughout the school day and over the course of the school year(s). Behaviour incidents are recorded on CPOMS. This enables patterns of misbehaviour and circumstances, which trigger or exacerbate these to be identified and addressed.

Parents

The school will work in partnership with parents to uphold consistently high expectations of their children's behaviour. Parents are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

Pupil Behaviour Expectations

Pupils are expected to:

- ❖ Behave in an orderly and self-controlled way
- ❖ Use words and actions that show respect and encouragement to all members of our school community
- ❖ In class, make it possible for all pupils to learn
- ❖ Move quietly around the school
- ❖ Always try your best and be attentive during learning time
- ❖ 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

Behaviour Management

Hurst Green's behaviour management is rooted in positivity. Teaching and support staff will adopt a consistent approach to promote positive behaviour:

In the classroom by:

- Teaching children that all behaviour implies a choice.
- Consistently use the Traffic Light System (Appendix 1), including recording incidents of misbehaviour on CPOMS.
- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the Pupil Behaviour Expectations or their own classroom rules.
- Develop and maintain a positive relationship with pupils, that may include:
 - ✓ Greeting children in the morning/at the start of lessons
 - ✓ Establishing clear routines
 - ✓ Communicating expectations of behaviour both verbally and through body language
 - ✓ Highlighting and modelling good behaviour
 - ✓ Finishing the day positively and starting the next day afresh
 - ✓ Having a plan for dealing with low level disruption
 - ✓ Using positive reinforcement through praise and established reward systems
 - ✓ Encouraging children to celebrate each others' successes through the sharing of work, assemblies, displays and PSICHE.

In the playground by

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- ✓ Reminding children to avoid playfighting by keeping their hands and feet to themselves
- ✓ Encouraging the children to use areas in the playground area and field sensibly and to respect the equipment
- ✓ Warning children verbally if their behaviour is inappropriate. If challenging behaviour persists give a further warning and ask the child to shadow you for 5 minutes.

Recording and Monitoring Behaviour Incidents

Behaviour of children will be logged and monitored through the use of CPOMS.

All teachers and support staff have access to CPOMS to record incidents of misbehaviour. Contact with parents to inform them of any behavioural issues either via telephone or email must also be logged on CPOMS. Serious incidents such as physical violence or threatening behaviour, swearing intentionally to cause offence, coughing, spitting, sneezing deliberately into the face of another person (COVID restrictions), racist, sexist and homophobic remarks.

Rewards and Consequences

Rewards:

A range of incentives are used to promote and recognise good behaviour outlined in our pupil expectations in –

- ✓ Head Teacher's Award
- ✓ Class Dojo Rewards
- ✓ Traffic Lights (or alternative colours) – this runs from the start of the day to lunch time with the children then being able to move back to a traffic light for the rest of the day. This reinforces expected good behaviour. (See Appendix 1)
- ✓ Golden Ticket – a child receives a Golden Ticket if a teacher moves them onto the Gold part of the Traffic Lights, or in exchange for a Well Done slip. Each week a Golden Ticket is drawn from the box and the lucky winner can choose a class prize.
- ✓ Attendance Certificates

Consequences:

Teachers at Hurst Green use the traffic light system to make consequences clear for all children should they choose to misbehave. (See Appendix 1)

Appendix 2 Identifies all behaviours that are unacceptable and their consequences. The severity of misbehaviour is shown by the different levels.

Misbehaviour is defined as:

- ❖ Behaviours that disrupt the learning of others
- ❖ Rudeness to other children or adults
- ❖ Deliberate physical contact with children or staff with the intention of hurting them
- ❖ Bullying or harassment (see Appendix 3)
- ❖ Bad language used to other children or adults
- ❖ Racist incidents
- ❖ Moving dangerously around the school or grounds putting their own or others safety and welfare at risk
- ❖ Deliberate attempts to break or destroy school property
- ❖ Using ICT to upset or threaten other children/adults (see Appendix 2)
- ❖ Bringing In prohibited items which could cause harm/injury, or damage to property e.g knives, drugs.
- ❖ Inappropriate sexual behaviour

The consequences for misbehaviour are as follows:

- ❖ Clear warning of one choice and consequence for low level disruption. (L1)
- ❖ If low level disruptive behaviour continues it may be necessary to remove the pupil from the activity or change to an alternative activity (L1)
- ❖ Time out of classroom to complete work with support staff member or in another class with a teacher (L2)
- ❖ Miss playtime and complete a social story with adult to show correct action (L3)
- ❖ Headteacher to speak to child (L3)
- ❖ Class teacher to see parents (L3)

- ❖ Behaviour incidents logged on CPOMS (L2-4)
- ❖ Check if on SEND and consider moving to SEND Wave 3 if needed (L4)
- ❖ Referral to school ELSA (L4)
- ❖ Other agencies that could be involved, e.g. STIPS, Educational Psychologist, CAMHS, social services (L4)
- ❖ Discussion between school, parents/carers and other agencies (L4)
- ❖ Behaviour plans or risk assessments drawn up (L4)
- ❖ Staff reserve the right to screen and search pupils and their belongings. Inappropriate/prohibited items will be confiscated.

Further consequences

The Headteacher does not wish to exclude any child from school, but sometimes this may be necessary when all reasonable strategies have been made and reasonable adjustments have not worked.

Exclusions will occur if a child persistently presents with challenging behaviour, verbally or physically assaults another child or member of staff. **Exclusions** may be internal or external for a fixed period of time. A staggered reintegration back to school may be necessary following a fixed term exclusion during which the child will be expected to take part in restorative justice.

Restorative Approaches

At Hurst Green, we seek a restorative approach whenever possible. The restorative approach involves enabling children to problem solve, explore feelings and resolve difficulties.

Staff are encouraged to use the restorative conversation prompt card wherever possible to establish a consistent approach.

Restorative Questions

When Challenging Behavior

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way have they been affected?
- What do you think you need to do to make things right?

To Help Those Affected

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative conversation can be used in the following ways:

- as a quick conversation between two children or an adult and child lasting a only few minutes to agree a solution
- as a dialogue between an adult and two children to sort out an issue - mediation
- as a much longer discussion involving a larger group – circle time

Positive Touch and the use of Restrictive Physical Intervention

Restrictive Physical Intervention or reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. All staff have received up to date training in the Positive Touch Approach.

Please refer to the Positive Touch Policy for further details.

Pupil support for children with additional needs

Our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Our SENCo will evaluate a child who presents with challenging behaviours to determine whether they have any underlying needs that are currently not being met. Where necessary support and advice will be sought from specialist teachers, educational psychologist, CAMHs, medical practitioners to identify or support specific needs.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with the new settings for those pupils transferring to other schools.

Extra curricular club providers

Providers have a responsibility to familiarise themselves with the policy and its approaches. We would expect all outside providers to be fully aligned with our expectations of promoting positive behaviour.

Training

All staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development (CPD)

Links with other policies

- Anti-Bullying Policy
- Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability
- Exclusions Policy
- Positive Touch policy – The Use of Reasonable Force
- Safeguarding and Child Protection Policy

Appendix 1

Traffic Light Chart

Hurst Green Infant School behaviour management strategies

Class charts

Each class has a traffic light system: gold is fantastic, pink is on the way to fantastic, green is neutral, brown is sad, red requires a sanction. At the start of each day, all children's names are on green. Children's names should be clearly visible. The traffic light chart is linked to the School Code (Appendix 1)

Consequences for misbehaviour:

If a child breaks the rules, the following steps are taken:

1. Verbal reminder.
2. Warning – name moved to brown.
3. Further warning – name moved to red. Children take time out in designated classroom area and fill in a 'Thinking about my behaviour' sheet (Appendix 2).
4. Additional warning – The child is taken to a senior member of staff to think about their behaviour and fill in a behaviour sheet (as in point 3). This will generally be for 10 minutes.
5. Continued disruption – child is taken to thinking time by the class teacher in the classroom or another class (or sent in with another child if due to a playground incident)
6. Added disruption – The senior member of staff will phone parents immediately to arrange a meeting and/or for the parents to speak to the child on the telephone. At this level of sanction parents/carers will be called and may be asked to come into school.

When a child's name is moved from green to a consequences stage, they can always earn it back by good behaviour, at which stage their name can be moved back to green, pink or gold

BEHAVIOUR FOR LEARNING		
	<p>Level 1 – Informal</p> <p>Verbal warning, school rules reminder, change of seating Move to Blue on Behaviour Chart</p>	
	<p>Level 2 – Formal</p> <p>If Level 1 has not worked, a school rules reminder is given, a verbal warning and exit to another class. Move to Red on Behaviour Chart. Record in Behaviour Log</p>	
	<p>Level 3 – Serious</p> <p>The serious matter will be recorded in the Behaviour Log, a phone call home will be made by teacher, the pupil will be referred to a Senior Leader and they will be expected to reconcile with the adult who issued the Level 3.</p>	
	<p>Level 4 – Very Serious</p> <p>For very serious deviations from the values, the pupil will be sent to the Head/ Executive Head and s/he will take appropriate action after consulting with the adult who issued the Level 4 consequence.</p>	

Appendix 3

Bullying

All schools have a legal duty to keep your child safe from harm. This includes all types of bullying: physical, verbal, social, emotional and online.

England - school legal duties are outlined in the Department for Education's [Preventing and Tackling Bullying](#) and [Keeping Children Safe in Education](#) guidance.

Cyberbullying, along with all other forms of bullying, will not be tolerated at Hurst Green and Nursery Infant School.

Full details of how the school will respond to bullying are set out in the Anti-bullying policy and Safeguarding.