

Frogmore Infant School

Behaviour policy and statement of behaviour principles

Purpose

This policy aims to:

- Provide a safe, inclusive and respectful school ethos where all children can thrive, reach their potential, feel a sense of belonging and 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
- Provide a clear and consistent whole school approach to behaviour management
- Outline the expectations and consequences of behaviour
- Support our children to regulate their own behaviour and to be accountable for their own actions, recognising the impact this may have on themselves and others
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Rationale

Our policy and practice is based on:

- Promoting positive behaviours
- Our legal duties under the Equality Act 2010
- Legislation and advice from the Department for Education (see Appendix 4)
- The Relational Approach (Babcock). This rests on the understanding that all behaviour, whether positive or negative is an expression of need:

Developing relationships	All staff: <ul style="list-style-type: none">• Understand that relationships are key to ensure children feel safe, secure, connected, understood and cared for• Know and understand our pupils and their influences• Promote a shared understanding of expectations• Use FIS’s Maslow’s Hierarchy of Need to create an environment which allows every child to thrive• Know the importance of consistency in our approach
Responding and calming: regulate and relate	All staff: <ul style="list-style-type: none">• Use everyday interactions to build and maintain relationships with children and promote a calm and supportive learning environment• Use key relational skills to help regulate strong emotions and calm behaviour• Teach learning behaviours• Use classroom management strategies to support high levels of classroom behaviour• Follow clear plans to ensure safety and support•

Repairing and restoring	<p>All staff:</p> <ul style="list-style-type: none"> • Use restorative approaches and systems • Support individual children to understand the consequences of behaviour and enable them to repair relationships through the use of individual restorative explorations • Use targeted approaches to meet the needs of individuals
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This policy is underpinned by our statement of behaviour principles (see Appendix 1) and our school aims and values. All resources referred to in this policy are stored on Teacher Drive-Behaviour-2025 and are available on request from the school office.

At Frogmore Infant School, we have high expectations of everyone to help us create an environment that is respectful to all and enables effective learning for all. We want all our children to **feel safe** and **be able to learn effectively**. To support this, we expect every child to follow our behaviour curriculum (see Appendix 2) and our school values:



Respect

- I am polite
- I think about others and their feelings

Care

- I use kind words and actions
- I look after property and the environment

Excellence

- I can feel proud of myself and of others
- I believe I can get better at things

Adventure

- I love learning new knowledge and skills
- I like to feel challenged

Healthy

- I make the right choices
- I know how to stay safe

Roles and responsibilities

Children	Parents/carers	Staff	Headteacher/SLT	Governing Body
<p>Be safe and ready to learn</p> <p>Demonstrate our school values of respect, excellence, adventure, care and health</p> <p>Understand that some children will need a different approach</p> <p>Work with adults to learn how to self-regulate</p>	<p>Support the school in upholding its values of respect, excellence, adventure, care and health</p> <p>reflect and model positive communication with children, staff and other families</p> <p>Be aspirational for child's future</p> <p>Complete expected work at home</p> <p>Attend all parents evenings and celebrate their child's achievements</p> <p>Demonstrate integrity in their attitudes and behaviour towards the school</p> <p>Actively engage in child's educational journey</p> <p>Behave safely and kindly</p> <p>Accept support from professionals and engage with parental support services as offered</p>	<p>Model positive communication, for example through apologies</p> <p>Actively listen to every child's voice.</p> <p>Are professionally curious, supporting all children to grow and flourish</p> <p>Support all parties who are experiencing conflict</p> <p>Explore regulation with children</p> <p>Plan an engaging and inclusive curriculum to inspire all learners</p> <p>Make adaptations to ensure all children can be successful</p> <p>Uphold the high standards of behaviour that we expect</p> <p>Celebrate positive behaviour, regardless of previous incidents</p>	<p>Review this policy in conjunction with the FGB</p> <p>Ensure that the environment encourages positive behaviour</p> <p>Ensure that staff deal effectively with poor behaviour</p> <p>Monitor the policy is implemented by staff consistently with all groups of children</p> <p>Ensure that all staff understand the behavioural expectations and the importance of maintaining them</p> <p>Review behaviour data to evaluate impact and effectiveness of policy</p> <p>Provide new staff with clear induction Ensure that appropriate training takes place</p> <p>Ensure that the behaviour data from is reviewed regularly</p>	<p>Review and approve the written statement of behaviour principles (Appendix 1)</p> <p>Review this behaviour policy in conjunction with the headteacher</p> <p>Monitor the policy's effectiveness</p> <p>Hold the headteacher to account for the implementation and impact of this policy</p> <p>Support the well-being of all staff</p>

Promoting good behaviour

At Frogmore Infant School, we promote positive behaviour and recognise children's individual behaviours and their attitude to learning. We recognize that the use of calm and consistent behaviour management strategies, an exciting and well considered curriculum and strong trusting and respectful relationships support children to make good behaviour choices. We ensure children know what is expected of them and how incentives and consequences are used. (See Appendix 3 for Child Friendly version of this policy).

A range of strategies are used to promote good behaviour and encourage children to take responsibility for their own behaviour. The children are taught these strategies. Children have the opportunity to determine their own strategies as appropriate.

Incentives and support systems

Zones of regulation	These help support emotional literacy and underpin our policy by helping children communicate.
High quality inclusive teaching	At the core of all we do is high quality inclusive teaching which inspires and engages all children.
Strong professional relationships	We expect all staff to form sincere and professional relationships with children in order to foster a culture of respect, care and fairness.
Conditional praise and catching good	Praise is specific and sincere so children know which behaviours to repeat Sharing work or choices with another staff member
Stickers	Stickers are awarded when children demonstrate our school values.
Smiley Stickers and Smiley Awards*	The aim of the Smiley Awards is to reward children for good behaviour/values in action and so enhance their self-esteem. Each child starts with a card with a smiley face on it, but to gain a Smiley award, children are seen to follow the Green Code/values in action. A Smiley Award can be given by anyone who works in the school. When a child is given a Smiley Award he/she is able to place sticker on their card. Once a child has completed the card they will receive a smiley badge. They are able to choose to do so in Celebration Assembly or receive it individually. The teacher should complete a good to be green certificate with the child and this is handed out with the badge. The certificate should indicate what the child is proud to have achieved.
Whole class rewards- YR Smiley ball jar Y1 and Y2 Frog reward	The children collect balls/frogs for following specific class targets. Once completed, the children receive a reward. This will have been voted for by the children, will be meaningful and the system fully understood by all children.
House points	All children in the school are assigned to house teams.
Green Playtimes	Children know that attendance at green playtimes is directly linked to following the school values
TOPS badges	Children are rewarded for being consistently polite (Thank you, Open doors, Please, Share) with TOPS badges. Staff choose pupils each week to receive the badge in Celebration Assembly
Trusting children with positions of responsibility within the school, valuing their contribution and encouraging them to have a sense of ownership	librarians, sports ambassadors, class monitoring roles, Y2 Helping Hands Pupil voice
Autonomous classroom awards	All staff follow the Behaviour Policy with room to offer spontaneous/personal incentives
Individual learning plans	These will be discussed with parents if a child would benefit from a tailored approach to their behaviour

*Card one	(10 Smileys)	on green card	Green Badge
Card two	(10 Smileys)	on yellow card	Yellow Badge
Card three	(10 Smileys)	on red card	Red Badge
Card four	(15 Smileys)	on orange card	Orange card
Card five	(20 Smileys)	on blue card	Blue Badge
Card six	(20 Smileys)	on white card	White Badge

Card seven (20 Smileys) on lilac card

Star badge

Each class will have a 'Good to be Green' drawer containing mini traffic lights, stickers, stamps, notes, blank invites to Celebration Assembly, blank Celebration Assembly certificates

Dysregulated behaviour

When children are not demonstrating our school values, staff are trained to recognise if the child is able, at that point, to regulate their own behaviour. For these children, encouraging them to make a good choice which clearly articulates expected behaviour using positive language, will be sufficient. Unregulated behaviour can be recognised, in its simplest form, as children who are in fight, flight, freeze or flop mode, this is considered to be a state of crisis.

We use a traffic light system to support children in following our school values.

<p>Great job! Following values so everyone is safe and can learn</p>	<p>Caution! Not following values and needs a warning to correct behaviour choices so everyone is safe and can learn</p>	<p>Stop and think! Behaviour choices continue to be inappropriate/require intervention. Preventing self and others from being safe and/or learning</p>
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This approach provides a consistent framework for all staff to apply behaviour management rules fairly and transparently, provides pupils with clear boundaries, visual clarity of expectations and a tool for monitoring and changing their behaviour choices. At the start of each new day, all children begin in the green section, offering a fresh start and a chance for success. Children know that they have a chance to 'turn it around' from yellow to green.

I am safe

I can learn



Consequences

<p>Move calmly and quietly around the school</p> <p>Walk down the corridors</p> <p>Line up quietly and in a straight line</p> <p>Talk kindly and use appropriate words</p> <p>TOPS</p> <p>Respect personal space</p> <p>Keep hands and feet to self</p> <p>Use the toilets appropriately</p> <p>Use equipment appropriately</p>	<p>Sit still on the carpet or on a chair</p> <p>Listen and respond quickly to adults</p> <p>Wait for full instructions from adults</p> <p>Respond quickly to 1, 2, 3</p> <p>Use magnet eyes</p>
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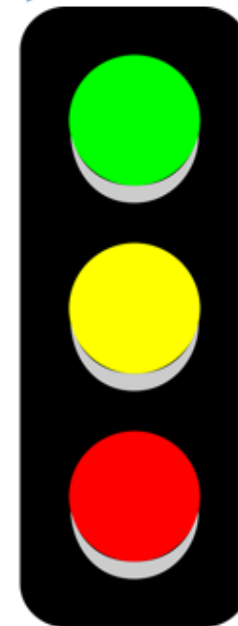
<p>Well done!</p> <p>Keep keeping yourself and others safe and being able to learn</p> <p>Rewards: verbal praise, stickers, Frog treat, Green Play</p>
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<p>Poking, pushing</p> <p>Arguing</p> <p>Running in school</p>	<p>Calling out</p> <p>Not listening</p> <p>Leaving seat/wandering</p> <p>Talking over an adult</p> <p>Off task chatting</p> <p>Distracting/disrupting the learning of others</p>
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<p>Make a good choice and return to green</p> <p>Physical actions- consequence e.g. miss part of green play, stay with adult on playground</p>
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<p>Repeated orange behaviour choices</p> <p>Play fighting</p> <p>Spitting</p> <p>Behaving aggressively</p> <p>Being untruthful/dishonest</p> <p>Deliberate hurting or unkindness to child/adult (physical/verbal)</p> <p>Rudeness or not respecting staff and children</p> <p>Damaging property or the building</p> <p>Throwing items</p> <p>Using offensive language and/or gestures</p> <p>Defiance (direct refusal)</p> <p>Behaving in an unsafe manner</p>	<p>Repeated orange behaviour choices</p> <p>Not completing learning activity</p> <p>Leaving class without permission</p> <p>Refusal</p>
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<p>Wasted time is noted- time is reclaimed during green plays- learning completed at this time</p> <p>Removal from the situation for regulation/safety if required</p> <p>Green Play time missed as appropriate</p> <p>Consequence relevant to incident e.g. tidy up mess made</p> <p>Think and explain (emotion coaching)</p> <p>Internal exclusion</p> <p>External fixed term exclusion</p>




<p>School values:</p> <p>Respect</p> <p>Excellence</p> <p>Adventure</p> <p>Care</p> <p>Healthy</p>

If children are dysregulated, school staff will prioritise supporting them to regulate their emotions before talking to them about their behaviour and conduct. Adults will then re-establish their relationship with the child, before moving onto a restorative approach. All consequences are given in a restorative manner. We recognise that all behaviour is a means of communication. We believe it is the certainty and consistency of the consequence that matters, not the severity. We never use putdowns or sarcasm when applying a consequence.

Behaviour support techniques

Least intrusive 	Managing the environment	Are the lights too bright? Is the sun shining in the face of the child? Are there too many other children in the location? Are there things on the side that could be thrown? Is there a quieter space that the child could access? Is the child too cold/too hot? Is the child's familiar adult not in the room?
	Prompting	Gentle reminders to help recall expectations Playtime will be in 5 minutes. What happens at 12:00? Do you know how loud that toy is? How do we move around the school? Which colour zone are you in? Are you showing kind hands? Are you using an indoor voice?
	Caring gesture	"I care about you" "I would like to be able to help you" "Can I do a puzzle with you?" "Shall we do some colouring together?" Non-verbal expressions of caring such as a pat on the arm or a quick hug.
	Hurdle help	Not doing the task for the child, but offering assistance so that the child can get past the difficult point and then continue alone. "Shall I tidy up the LEGO while you tidy up the cars?" "Shall I write the date and then you write the first sentence?" "What could we use to help us do this task?"
Most intrusive	Redirection and distraction	Can you take this note to ... ? Shall we go and look for ... ?
	Finding a less stimulating or more desirable activity. Turning their attention away from the undesirable behaviours	
	Proximity	Moving closer to the child who is struggling.

	<p>Nearness. Sometimes just having a supportive adult close by is calming enough</p>	<p>Approaching from the side rather than the front is less confrontational.</p> <p>Sitting between two children who are starting to bubble.</p>
	<p>Directive statements</p>	<p>Please move away from ...</p> <p>Please put away</p>
	<p>Specific and short instruction statements</p> <p>Calm, assertive and respectful.</p>	<p>Please walk down the corridor</p> <p>Please stop...</p> <p>Tone of voice and nonverbal communication are important when making directive statements.</p>
	<p>Time away</p>	<p>Asking a child who is unable to self-regulate their emotions to calm down alone may further escalate the situation. They will often need a supportive adult who can accompany them to a quieter area and can co-regulate with them.</p>
	<p>Asking the child to go to a quieter area away from others/things that are causing distress</p>	<p>A calm, respectful tone of voice, reflective and validating statements acknowledging the child's distress, and supportive use of silence will help the young person regulate their overwhelming emotions.</p>

Serious and Inappropriate Behaviour

We refer to serious behaviour as when a child has lost self-control or when child/children and or staff are put at significant risk. Such behaviour may result in internal isolation. During this time, children will complete work set by the class teacher. This will be a fixed amount of time with support to reintegrate the child back to the classroom. Restorative conversations are a key part of this process. The following behaviours are not acceptable at Frogmore Infant School:

Verbal abuse	Racism of any kind, homophobic comments, swearing and inappropriate sign language (hand gestures), shouting at others aggressively
Physical abuse	Any unacceptable contact with another child or adult e.g. punching, kicking, pinching, hitting, biting, slapping, grabbing, spitting
Mental abuse	Bullying (see anti bullying policy)– unkind behaviour that is persistent, targeted from and towards the same person
Prejudiced based and discriminatory bullying (also defined as child on child abuse)	Bullying can be based on • Race (racist bullying) • Sexual orientation (homophobic or biphobic) • Special educational needs (SEN) or disability • Culture or class • Gender identity (transphobic) • Gender (sexist bullying) • Appearance or health conditions • Religion or belief • Related to home or other personal circumstances • Related to another vulnerable group of people
Sexual Violence and Sexual Harassment	Lewd behaviour, sexual abuse, bullying, graffiti, harassment, sexual contact including; pushing or rubbing against, grabbing bottoms, breasts or genitals, pinching or flicking bras, lifting skirts or pulling down trousers, sharing of sexual images or videos
Threatening behaviour	Intimidation towards children or adults (including carrying an offensive weapon), using the body in a manner that feels uncomfortable and confrontational towards others (e.g. using your body to block their path), non-verbal gestures that indicate swearing
Damage, vandalism, graffiti	Including damage to school or personal property belonging to any member of the school community, if a child's actions have caused damage to anyone's property the child will be expected to tidy/clean/replace the damaged property
Theft	Selling and dealing in stolen property, stealing from local shops or on a school outing, stealing school property
Use of ICT	Inappropriate use of school ICT e.g. bullying, researching explicit materials. The school can issue behaviour sanctions to pupils for online misbehaviour when:

	<ul style="list-style-type: none"> ➤ It poses a threat or causes harm to another pupil ➤ It could have repercussions for the orderly running of the school ➤ It adversely affects the reputation of the school ➤ The pupil is identifiable as a member of the school <p>Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.</p>
Cyber bullying	Bullying by texts or messages or calls on mobile 'phones, use of mobile 'phone cameras to cause distress, fear or humiliation, posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites, using e-mail to message others, hijacking/cloning e-mail accounts, making threatening, abusive, defamatory or humiliating remarks in on-line forums
Possession of any prohibited/banned items	The following items are banned on the school premises: alcohol, illegal drugs; stolen items; tobacco and cigarette papers; E-cigarettes or vapes; fireworks; pornographic images; pupil mobile phones and internet devices; any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Serious consequences

Removal from classrooms

Removal is when a child is taken out of the classroom in order to:

- Restore order if the child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Removal is a serious sanction. Staff will only remove children from the classroom/area once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Children may be removed to a safe space around the school including the Deep Space Room in Picasso Class. Only trained staff may use escorts/restraint and this is a last resort.

Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Children will be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as nurture room provision, multi-agency assessment and support. This will be recorded on an ILP/risk assessment/behaviour map.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on the Removal Form and give to the Headteacher or in her absence, a member of SLT who will complete their section of the form.

Suspension and permanent exclusions

These sanctions are only used in very serious circumstances, where the education or wellbeing of children at the school is at risk due to the behaviour of a child or group of children. The use of suspension or exclusion is carried out in accordance with the Hampshire County Council Procedures on Suspension and Exclusion and DfE statutory guidance (see link below) ensuring that all procedures have been correctly adhered to. We provide pastoral care for staff members should they be involved in any of the serious behaviour events (listed above) as safeguarding our staff's well-being is just as important as that of the children.

https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Physical or verbal abuse of a member of staff

Where staff are hurt with intent, staff must complete a violent incident form and write an account of the incident detailing events preceding the abuse. The Headteacher will investigate and work with staff to review ILPs/risk assessments.

Use of reasonable force/Team Teach

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force. We have a policy which gives more detailed guidance on the use of restrictive physical intervention. This policy is available on the school website- www.frogmore-inf.hants.sch.uk

Confiscation, searches, screening

If we have an incident where confiscation or a search was necessary, we will follow the government's guidelines:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's behaviour 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 policies, and consider whether social/emotional support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policies for more information (available on the school website).

Pupil transition

The school will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Please refer to our child protection and safeguarding policies (available on our school website) for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policies available via our school website for more information on responding to allegations of abuse against staff or other pupils.

Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 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 child concerned. In addition we will assess whether it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made. These are recorded on a child's ILP/behaviour risk assessment.

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, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

Pupil transition

Inducting incoming pupils:

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition:

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour in line with this policy. Behaviour management forms part of continuing professional development.

Recording behaviour

The following recording procedures are used by staff in the school:

Behaviour noted	Recording format	Review process
Yellow behaviours	Complete behaviour grid	Weekly collation- behaviour team
Red behaviours	Complete behaviour grid Complete red form	Weekly collation- - behaviour team
Ongoing red behaviours	Behaviour map and ILPS Behaviour risk assessments	Half termly review or in response to need by CT and by behaviour team
Violent incident towards staff	Complete HCC incident form	HT complete HCC review on receipt of form
Removal	Complete red form	HT inform parents Weekly collation- behaviour team

Monitoring

The school collects data related to behaviour on a regular basis and using uses the results of analysis of this behaviour to ensure consistency of application of this policy, to evaluate the effectiveness of this policy and to ensure individual children’s behavioural needs are being met.

The school will 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.

This behaviour policy will be reviewed by the headteacher and full governing board 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 governing board.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the full governing board annually.

THIS POLICY SHOULD BE READ IN CONJUNCTION WITH OUR ANTI-BULLYING POLICY

Appendix 1: Written statement of behaviour principles

- High standards and expectations of behaviour lie at the heart of a successful school
- Children have the right to learn and achieve their full potential
- All children, staff, visitors and other members of the school community have the right to feel safe at all times at school
- All members of the school community are expected to behave responsibly and to treat each other with respect
- Frogmore Infants is an inclusive school and we believe in equality and valuing the individual – all members of the school community should be free from discrimination
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness
- We believe that positive behaviours should be acknowledged to encourage good behaviour in the classroom and elsewhere in school
- The school's legal duties in order to comply with the Equality Act 2010 are reinforced through the Behaviour and Anti-Bullying Policies
- We recognise that some pupils may need additional support to meet behaviour expectations, which they should receive
- The use of rewards and consequences must have regard to the individual situation and the individual child. Consequences will be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- The Governors wish to emphasise that violence, threatening behavior or abuse by pupils or parents, towards school staff, will not be tolerated

Appendix 2: School behaviour curriculum -the expected behaviours in our school, with a focus on outlining successful behaviour, and the key habits and routines pupils are expected to develop.

Adult gaining attention	<p>In class:</p> <p>Silent signaller to gain the attention of the class. This is done by using the xxxx and raising one hand. When pupils see this, they respond by stopping what they're doing, putting their hand up. This should be done in silence. All staff will ensure that all pupils are silent and paying attention.</p> <p>In hall:</p> <p>Adult claps 3 times, children copy, repeat 2 or 3 times and then copy hands on head, hands on knees. This should be done in silence. All staff will ensure that all pupils are silent and paying attention.</p>
Walking around school	Know that we face forward, walk, without touching/leaning on walls
Fantastic listening	Know that we have eyes on speaker, do not distract others, hands to self, pay attention to what is being said
Transitioning within a lesson and at the end of a lesson	<p>Know that when the teacher signals (1) I should stop what I am doing.</p> <p>Know that when the teacher signals (2) I should tuck my chair in if seated and stand up if sat down.</p> <p>Know that when the teacher signals (3) I should move to my table/line up.</p> <p>Know that when I am lining up, I should be quiet.</p>
Arriving at school at the beginning of the day	<p>Know that I walk calmly to my classroom.</p> <p>Know that I greet staff with a smile and a 'good morning'.</p> <p>Know that I hang my coat up, put my lunchbox on the trolley/box, book bag in the box and water bottle in the bottle holder.</p> <p>Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.</p> <p>Know that I begin my morning task.</p>
TOPS (being polite)	<p>Thank you</p> <p>Open doors</p> <p>Please</p> <p>Share</p>
Playtime	<p>Know that I must walk from my classroom to the playground.</p> <p>Know that I must play safely without hurting anyone.</p> <p>Know that I do not 'play fight' because I may hurt someone by accident.</p>

	<p>Know that I must be kind, by including people in my games and sharing equipment.</p> <p>Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.</p> <p>Know that, when called, I must line up in my lining up order straight away.</p> <p>Know that I must walk back to my classroom.</p>
Lunchtime	<p>Know that I walk to the hall.</p> <p>Know that I collect my food and sit down straight away.</p> <p>Know that I should use a normal talking volume when in the hall. I should not be raising my voice.</p> <p>Know that I should use a knife and fork correctly.</p> <p>Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.</p> <p>Know that I should not leave my seat once I have sat down</p> <p>Know that if I need an adult I put my hand up</p> <p>Know that I try very hard not to drop food onto the floor.</p> <p>Know that I put my hand up to ask an adult if I can eat my pudding</p> <p>Know that once I have finished, I clear any rubbish from my table and empty any leftover food into the correct bin.</p> <p>Know that once a member of staff raises their hand and I have finished my food, I can line up quietly.</p> <p>Know that I walk from the dining hall to the playground.</p>
End of day routine	<p>Know that when an adult signals I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table.</p> <p>Know that when an adult signals (2) I should stand up and tuck my chair in or stand up if on the carpet.</p> <p>Know that when an adult signals (3) I should move to my line space quietly.</p> <p>Know that I should wait quietly whilst my class is dismissed.</p> <p>Know that I do not leave the classroom until a school adult tells me to</p>
Assembly	<p>Know that I walk silently to the hall</p> <p>Know that I sit, facing the front in my space in silence</p> <p>Know that we use silent hands up to contribute</p> <p>Know that walk to leave the hall in silence</p>

Ready to learn	<p>Know that we use magnet eyes</p> <p>Know that we sit on the carpet with our hands and feel to ourselves</p> <p>Know that we listen carefully to others and do not interrupt</p> <p>Know that we sit still on the carpet or on a chair</p> <p>Know that we wait for full instructions from adults</p> <p>Know that we respond quickly to 1, 2, 3</p> <p>Know that we use inside voices inside the building</p>
End of an activity	<p>Know that we tidy away carefully and properly</p> <p>Know that we listen carefully without talking</p> <p>Follow all adult instructions</p>
Use of toilet	<p>Know that I tell an adult/use the toilet band</p> <p>Know that I flush the toilet</p> <p>Know that I use the toilet paper sensibly</p> <p>Know that I wash my hands after I have used the toilet</p>

At Frogmore Infant School we follow our school values:



Respect

- I am polite
- I think about others and their feelings

Excellence

- I can feel proud of myself and of others
- I believe I can get better at things

Adventure

- I love learning new knowledge and skills
- I like to feel challenged

Care

- I use kind words and actions
- I look after property and the environment

Healthy

- I make the right choices
- I know how to stay safe

So that everyone:

Feels safe

Can learn

We use our traffic lights to help to ensure everyone feels safe and can learn:

Great job!
Following values so everyone is safe and can learn

Caution!
Not following values and needs a warning to correct behaviour choices so everyone is safe and can learn

Stop and think!
Behaviour choices continue to be inappropriate/require intervention.
Preventing self and others from being safe and/or learning

Appendix 4

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

› [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online