

Farnborough Grange Nursery and Infant School

BEHAVIOUR AND EXCLUSION POLICY

Date adopted: 01/09/2024 Last reviewed: 28/03/2024
 Review cycle: Annually or earlier Is this policy statutory? Yes
 Approval: The Good Shepherd Trust Author: Head teacher
 Local approval*: Local Committee Local author*: Head teacher
 Next Review Date of 01/09/2025
 Template Policy:

*Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approval Date	Comments
1.	29/09/24	B. Blamires	1/10/24	Policy updated for IAB review and approval.

AIMS

At Farnborough Grange Nursery and infant School every teacher has the right to teach, and every child has the right to learn and play in a non-threatening environment. Staff and pupils work together to create a happy and safe environment for all.

The school has an expectation that all children will behave appropriately in school and that all adults respond to children and other adults appropriately. Adults must demonstrate and model this expectation to all children.

We believe that positive reinforcement of children's achievement in work and behaviour is a way of reaching this expectation.

We expect all members of the school community to support this approach, **which is underpinned by the school's values of Belong, Respect and Aspire.**

Farnborough Grange Nursery and Infant School believe that the school Behaviour and Exclusion Policy should reflect the following principles:

1. Farnborough Grange Nursery and Infant School provides a calm, consistent and safe environment in which all pupils are supported to achieve their potential, academically and socially, and are provided with support to overcome any barriers to learning they may face.
2. Respect – for each other, staff and other adults they may come across in the course of their school life and to ensure the environment is at the heart of the school’s ethos.
3. Pupils are prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self-discipline and to take responsibility for their actions.
4. The school works in partnership with families and with other agencies who may be involved with a pupil to help meet children’s needs and ensure behaviour expectations are successfully met.
5. The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will always challenge derogatory or discriminatory language and behaviour. The school will monitor the impact of all policies and be alert to disproportionate impact on vulnerable groups.
6. We recognise that children may display challenging behaviour during their time at school. At the heart of our school ethos is the belief that there will always be an underlying reason for challenging or inappropriate behaviour. There may be a variety of reasons, and it is important that this is acknowledged and then the appropriate sanction is put into place. The child must be made aware which aspect of his/her behaviour is unacceptable and will be guided to reflect upon this.
7. The school Behaviour and Exclusion Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.

The Behaviour and Exclusion Policy should be read in conjunction with the following policies and procedures:

- Anti Bullying
- Acceptable Use Policy
- Relational Policy
- Teaching and Learning
- Safe Touch and Positive Handling
- SEN and Inclusion
- Single Equality Scheme
- Safeguarding
- Complaints / Parental Concerns
- Playtime / Classroom Behaviour Systems

Farnborough Grange Nursery and Infant School’s aim is to be proactive rather than reactive – to foster a positive environment where children exhibit a sense of commitment and pride in the school. We have the right to regulate pupil behaviour and to impose disciplinary sanctions and consequences when pupils fail to observe the school/class rules and regulations. We aim to build positive relationships with each other, with pupils and their families and work in partnership at all times. We use a restorative approach to help solve disagreements and prevent harm.

SCHOOL RULES

School rules are reviewed at the start of the year in class and form the basis of the Class Charter, which is agreed in conjunction with the children at the start of every year. They are referred to regularly in order to keep them at the forefront of general classroom behaviour. Each class will personalise these rules and have them displayed at the front of the class.

ROLES AND RESPONSIBILITIES

All staff play an important role in positive behaviour management and discipline.

Senior Leadership Team

The Senior Leadership Team will support staff to ensure Farnborough Grange Nursery and Infant School maintains a culture and environment where everyone feels safe.

It is the responsibility of the Senior Leadership team (SLT) to ensure all staff are inducted into and understand the behavioural culture and expectations of Farnborough Grange Nursery and Infant School and the importance of maintaining them so that everyone knows how best to support pupils in following our rules and routines. The Senior Leadership Team will organise regular training so all staff are confident in following the behaviour policy and know how to further seek support if required.

Class Teachers

It is the responsibility of our teachers to ensure that all children are aware of the expectations and understand their rights and responsibilities. Teachers set high expectations through consistently modelling our values and strive to ensure that all children work to the best of their ability. Teachers consistently use the school values to guide and celebrate positive behaviour of the children in their class. Our teachers support children using positive praise and consistent sanctions. Our class teachers will liaise with families, if there are concerns about the behaviour or welfare of a child. This will be carried out through regular communication, either face to face or via a phone call or email. Teachers record all meetings with parents on CPOMS. If behaviour continues to be a concern, Senior Leaders may be required to support the member of staff. Senior Leaders within the school will support all staff in ensuring a positive learning environment.

Teaching Assistants

Our Teaching Assistants support the teachers in implementing this policy around the school, on the playground and using positive reinforcement in lessons. They remind pupils to use the strategies they have been taught to problem solve when they have worries or disagreements at lunchtime or on the playground. They consistently model school values in and around the school. They ensure high expectations are made explicit to the children and monitor the safety and well-being of the children in their care. They also support children using a restorative approach to behaviour management.

Families

Families have a vital role to play in their child's education. It is very important that they support their child's learning and cooperate with staff. Families are expected to support the school in upholding the school/class rules and creating an orderly climate for learning. They have responsibility to ensure regular and punctual attendance at school and to ensure their children are in the right place during any fixed period of suspension.

We are very conscious of the importance of having strong links with families and good communication between home and school. Families have the right to be informed promptly of any emerging difficulties their children present and are able to address any queries regarding sanctions, firstly to the class teacher, then to the SENCo or Senior Leadership Team. We expect families to behave in a reasonable and civil manner towards all school staff. Incidents of verbal or physical aggression towards staff by families of children in the school will be reported to the Headteacher, who will take appropriate action. Families are expected to attend a Reintegration Interview following any period of fixed period exclusion.

Pupils

At Farnborough Grange Nursery and Infant School, we recognise that children have a right to learn and to feel safe. We regularly monitor this through pupil interviews, behaviour logs on Arbor, pupil questionnaires, School Council meetings and assessment data. All pupils are expected to uphold the values and behave accordingly at all times. Any incidents of unacceptable behaviour will be dealt with in line with this behaviour policy.

RESPONDING TO BEHAVIOUR

Promoting Positive Behaviour

At Farnborough Grange Nursery and Infant School, we believe that good behaviour needs to be modelled and taught. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management skills in order to ensure they are able to fulfil the Teachers' Standards 2012. Suggested strategies for promoting positive behaviour are available in the Appendix and are regularly discussed and reviewed. We encourage staff who are experiencing difficulties with individuals or groups of pupils to discuss and share good practice and ideas. We ensure that supply teachers are briefed fully by the class teacher and/or SLT when spending the day in school.

We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed within the 'whole day' curriculum (assemblies, class time, PSHE etc) as appropriate. We teach the pupils how to develop positive life habits to help them deal with challenges in the here and now as well as building a repertoire of personal skills for the future. We also ensure that pupils, including those that have had periods of absence, and staff new to the school are fully inducted into the expectations of the school and that they understand both the Behaviour and Exclusion and Anti-Bullying Policies.

Rewards

Farnborough Grange Nursery and Infant School believes that rewarding desired behaviour is more effective than sanctioning unacceptable behaviour. The school has a range of rewards available to strongly support this ethos (see Rewards section in Appendix).

Sanctions

At Farnborough Grange Nursery and Infant School, we recognise that there are, on occasion, times when mistakes can and will be made. Children may display inappropriate behaviour or make poor choices. The children are learning their way in the world and need adult help and guidance at times. Our aim is to be proactive in supporting them to learn from mistakes and take ownership of their own choices. This may mean accepting a consequence for their actions. We use a restorative approach to resolving and repairing conflict and tackling challenging behaviour. Following a sanction, staff will discuss with the pupil what they did wrong, the impact of their actions and what they can do in the future to ensure the issue does not arise again. We will consider whether the support for the child at school remains appropriate. The class teacher will contact parents to inform them of this unacceptable behaviour. A member of the senior leadership team or the Home School Link Worker may contact parents to inquire about circumstances outside of school, including at home. We do not welcome punishments that set out to humiliate or belittle a child. Our teachers, teaching assistants and other paid staff with responsibility for pupils at Farnborough Grange Nursery and Infant School have the legal power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They may impose any reasonable and proportionate consequence.

All sanctions have a learning outcome and aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the children learn to make informed and positive decisions and to choose a better way. (See Sanctions in Appendices).

Safe Touch and Positive Handling

At Farnborough Grange Nursery and Infant School, we aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil in order to guide or reassure.

In accordance with the Education and Skills Act 2006 any member of staff may, on occasion, need to control or, in extreme circumstances, restrain a pupil in order to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body, it will be recorded on CPOMS under the heading 'Use of reasonable force' and parents will be informed. If a pupil requires positive handling, parents will always be informed and a full debrief of pupil and staff involved, held. As a mainstream school we do not routinely train our staff in positive handling but will organise such training if a pupil's Individual Behaviour Plan indicates this may be necessary.

(For more information see our safe Touch and Positive Handling policy and DfE Guidance <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>)

Bullying

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

Farnborough Grange Nursery and Infant School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. All incidents of bullying, discrimination, aggression and derogatory language will be dealt with quickly and effectively. The school's policy on anti-bullying can be found in the Anti Bullying Policy.

The school is aware of the pressures and dangers that may present through new technology and our Anti-Bullying and Online Safety policies make explicit how we will educate and protect our pupils. Pupils who are involved in any form of bullying behaviour will be subject to the school's disciplinary code. (See the Anti- Bullying policy for further information.)

Child on child Abuse

At Farnborough Grange Nursery and Infant School child-on-child sexual violence and sexual harassment are never acceptable, will not be tolerated and will always be challenged and recorded on CPOMS. We will never normalise sexually abusive language or behaviour by treating it as an inevitable fact of life or an expected part of growing up. We will reassure the victims that they will be supported, kept safe and taken seriously. When relevant, we will consider whether sanctions are appropriate. Equally, in instances where reports of sexual abuse or harassment are proven to be invented or malicious, we will consider whether sanctions are necessary. We will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). The Designated Safeguarding Lead will be alerted, and referrals made to support services as appropriate.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- 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.

Dealing with items that should not be in school

The staff reserve the right to screen all pupils for objects that may potentially cause danger to a pupil or to others – this may involve asking pupils to turn out their bags or pockets or other pieces of property.

It may occasionally be necessary to search a pupil with their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying an item that causes concern to the school or may be dangerous to the pupil or another staff member.

- Searches will be carried out by senior members of the teaching staff.
- Searches will be carried out, out of sight of other pupils.
- Suspicion may be aroused:
 - Because a pupil is acting suspiciously (e.g., attempting to hide something)
 - As a result of a 'tip off' – by a parent/carer or another pupil
 - Because of something said by the pupil.
- There will always be two members of staff present when a search takes place.
- Pupils will **NOT** be frisked or asked to remove clothing other than outerwear, but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening pupils will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond the Police and parents will be informed, in line with school procedure.
- All searches will be logged:
 - ❖ name, year, sex, ethnicity of every pupil searched
 - ❖ grounds of suspicion
 - ❖ time and place
 - ❖ who searched
 - ❖ who else was present
 - ❖ what if any reasonable force was used, and if so why
 - ❖ how the search began and progressed
 - ❖ the pupil's responses and how staff managed them (e.g., steps taken to calm the pupil)
 - ❖ outcomes and follow-up actions
- Families will always be informed if a pupil has been searched and the result of that search. For more information see DfE's [latest guidance on searching, screening and confiscation](#).

We work closely with our local Police service. Contact details are as follows:

Aldershot Police Station

Wellington Avenue
GU11 1NZ
Tel: 01962 841534.

Confiscation and Disposal

Staff at Farnborough Grange Nursery and Infant School have the power to confiscate any item, which is illegal or is not appropriate to have in school. In most circumstances, staff will confiscate items and return them to pupils at the end of the day. However, on occasions, this will not be appropriate and in those cases the following principles will apply.

Illegal items (weapons or substances) will be handed to the Police.

- Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g., chewing gum) will be disposed of.
- High value items (£20+) e.g., mobile telephones, MP3 players etc, which are confiscated will be held securely until an adult family member makes arrangements to collect them.
- Low value items will be disposed of.

Removal from the classroom

At times there will be the need for a longer period of time away from class for a child as a step before formal external exclusion. Removal is when a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is different from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

Removal will allow for continuation of the pupil's education in a supervised setting, although the education provided may vary from the curriculum taking place in the classroom. Removal from the classroom should be considered a serious sanction (see the Laddered approach, within the Appendix).

Removal will only be used when necessary as a final resort and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. It would be used for the following reasons:

- a) for repeated low-level behaviour which is not responding to classroom behaviour strategies or playground behaviour, which if it were to carry on, would become bullying
- b) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- c) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- d) to allow the pupil to regain calm in a safe space.

The headteacher will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

During removal, the child would complete all class work separate from the class with inputs given by a member of class staff and supervised by SLT and class staff, in a suitable location such as the office or intervention room. Playtimes and lunch may be taken with class or separately, depending on the reason for removal. The duration of the removal would never exceed a morning/afternoon or full day.

Removal will always be clearly explained to the child and family on the same day and will be used as a 'last chance' before exclusion in circumstances where behaviour is of serious concern but does not yet meet the terms for exclusion. There would always be a meeting held with the family where it would be made clear to the family and child that a repeat offence would lead to formal external exclusion. Before a return to the classroom, staff will discuss with the pupil what they did wrong, the impact of their actions and what they can do in the future to ensure they can be reintegrated into the classroom and the issue does not arise again. We will consider whether the support for the child at school remains appropriate.

Suspension

The school will follow the DfE guidelines with regards to the suspension procedure. It is important that the sanction is not out of proportion to the offence.

Fixed term suspension or permanent exclusion will only be used as a final sanction. Suspension will only happen:

- in response to serious breakdown of the child's ability to meet standards of the school's behaviour policy
- once a range of alternative strategies has been followed
- if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or of others in the school

Instances of child-on-child abuse or racism will be dealt with in line with our exclusion policy and depending on circumstance will result in either removal from the classroom or external exclusion. The family will always be informed of these behaviours and the sanctions that have followed, as they are very serious, and we will expect the family to work alongside us to ensure their seriousness is understood and they are not repeated.

External exclusion is a very serious matter, which is recorded on a child's permanent record and reported on each occasion to the Hampshire Local Authority and the Local Committee.

Following removal from the classroom and fixed term exclusion, there will be a reintegration meeting between pupils, family and if relevant, other agencies. Staff will meet with the pupil and family to remind the pupil of our behavioural expectations. We will consider what support can help the pupil return to their education in the classroom and meet the expected standards of behaviour.

We will consider whether any assessment of underlying factors of disruptive behaviour is needed.

If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, we will notify their social worker.

If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

We will ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO (Local Area Designated Officer) and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made, and the matter kept strictly confidential. If the allegation is against the headteacher, the Chair of the Trust will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Good Shepherd Trust for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise the risk of allegations being made.

Behaviour Out of School

Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

Farnborough Grange Nursery and Infant School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve Farnborough Grange Nursery and Infant School pupils.

PUPILS REQUIRING ADDITIONAL SUPPORT

Farnborough Grange Nursery and Infant School recognises that some pupils are vulnerable and may require additional support in order to conform to the expectations of behaviour of the school. When a pupil requires additional support, this may be offered in a number of ways:

- support from a Nurture or ELSA Practitioner/senior leader with individual targets, which will be regularly monitored. These may be recorded as part of a Home/School communication book, an Individual Behaviour Plan or a Pastoral Support Programme.
- Referral to the SENCO for an assessment of their needs (see SEND Policy)
- Referral to the Specialist Teachers for Inclusive Practice
- Referral for a multi-agency assessment
- Referral to alternative education provision

We adhere to the Special Educational Needs & Disabilities (SEND) 2014 arrangements and hold information on our website detailing the school offer. As expected in the Equalities Act 2010, we will take steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.

The school will regularly review all pupils who are referred for additional support, in order to ensure that their needs are being met. Where inadequate progress is being made, the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact.

DATA

The school collects a range of behaviour data including:

- Exclusions, both external and internal
- Attendance and punctuality, including punctuality to lessons
- Behaviour, attendance and progress data of those pupils attending alternative provision
- Incidents, rewards and sanctions using Arbor and or CPOMS
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, parents and pupils on their perceptions and experiences of the school behaviour culture

Data is analysed at individual pupil level by the Senior Leadership Team, (SLT) and is used to inform referrals to school-based interventions, Special Educational Needs & Disabilities (SEND) arrangements and referrals to outside agencies.

Data is analysed on a whole school basis by the member of the SLT with responsibility for behaviour and is used to identify 'hot spots', monitor trends, consistency and performance against targets and to inform changes in policy and procedure.

Data is presented to whole staff meetings, SLT meetings and the LC in order to support the evaluation of the impact of the policy.

REVIEW AND EVALUATION

This policy is subject to regular annual review and evaluation by: The Local Committee, SLT & Staff.

LINKS TO OTHER DOCUMENTS

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [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 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Education Regulations 2014 paragraph 7](#)
- [DfE guidance](#)

This policy complies with our funding agreement and articles of association.

APPENDICES

Please see the following Appendices:

1. Overview of strategies for promoting positive behaviours
2. Behaviour system overview with Golden Rules
3. Farnborough Grange Nursery and Infant School Scales of Behaviour
4. ABC log template
5. Farnborough Grange Nursery and Infant School Individual Behaviour Support Plan template

Appendix 1:

1.Strategies For Promoting Positive Behaviour

Consistency is the key - at the heart of encouraging positive behaviour is ensuring that our values and behaviour policy is known and understood by all and consistently implemented, rooted in love, justice, trust and kindness. Children love consistency and routines. Positive professional relationships with pupils, parents and other staff are emphasised within the Teachers' Standards 2012. Staff know that they are the decisive element in their classroom and need to decide what behaviours need to be taught for the children to become successful learners.

Teach and Re-teach Expected Behaviours

- Children need behaviour recalled and re-taught as their contexts, curriculum and age change
- Children can't guess routines, what's in an adult's head or expectations for a set task – tell them!
- What works is **immediacy of response**, not the weight of the sanction
- When a Shaky Egg is heard in class all children will stop immediately and put their hands in the air straight away and look at the teacher/teaching assistant this will be supported by all staff within the classrooms including Nursery.

All staff are expected to do the following:

- model the behaviour we expect to see in our pupils and in particular to address pupils courteously, with respect and avoid escalating situations by shouting and failing to listen. Take time to recognise and record positive behaviours and attitudes and reward success using the behaviour ladder system from Reception, Year 1 and Year 2
- try to catch children and young people doing the right thing and enhance this using the behaviour ladder. For Nursery and the Resourced provision unit a more simplified approach will be given, linked to rewards and restorative conversations that are age appropriate.
- engage in establishing the non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at least half-termly, which link to agreed Class Charters.

Start of Lesson

1. Ensure pupils understand every lesson is a 'fresh start'.
2. Ensure pupils sit in allocated seats (planned seating) and abide to the expectations from their class charters.
3. Ensure the start of lesson routine is understood and kept to and use the behaviour ladder to support behaviour within the classroom.

During Lesson

1. Staff have high expectations of work and behaviour, including enforcing stopping and listening immediately when they hear a shaky egg, putting their hands in the air.
2. The school's teaching encourages good behaviour referring to the behaviour ladder regularly – paying attention to planning, pace, interest and variety, differentiation and visual cues. The teacher makes learning exciting. In Nursery an age appropriate approach is used linked to similar principles of the behaviour ladder.
3. The teacher creates a stimulating environment with motivating displays of pupil work in corridors and they pay attention to the layout of the room, ensuring that all can see the Interactive Whiteboard etc.
4. The teacher ensures rewards and consequences are visible to children through the use of the reward ladder – rules are used as a buffer and to depersonalise behaviour. This ensures consistency and equality.
5. Positive praise is used consistently and 'Catching them being good' is a feature of our teachers' language and encouraged by all staff linked to the behaviour ladders. Reward systems set up are consistently applied.
6. Pupils are known well, and their needs understood by the staff (SEND etc). Teachers use strategies recommended in Behaviour Plans to support and regulate children appropriately avoiding poor behaviour wherever possible.
7. Teachers are careful to watch language, tone, posture, body language and remain calm and positive at all times. Referring back to the reward ladder to encourage children to make good choices and have chance to turn it around.
8. The use of any additional adults to support pupils who need extra help to meet the lesson objectives is carefully planned.

End of Lesson

Pupils are led out of class to break, lunch and for dismissal at front of school at the end of the day.

Out of Class

1. All staff ensure responses are appropriate to time/place – follow up what you have noticed.
2. All staff are on duty are on time and in the correct place. They take the opportunity to build relationships with students.
3. All staff will intervene whenever incidents occur and follow correct procedures in order to resolve them including logging any serious behaviour concerns onto Arbor.
4. Corridors are kept clean and tidy.

Refocusing the conversation using Emotion Coaching

When students try to argue, shift the blame, or divert the conversation you can either:

- Calmly and gently repeat the line you have been interrupted in. This encourages the student to realise you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Controlled choices can work well for children who are refusing to conform with the preferred choice being what you want them to do.
- Or use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Student

Adult

It wasn't me

I hear what you're saying.

But they were doing the same thing

I understand.

I was only.....

Maybe you were... and yet....

You're not being fair.

Yes, sometimes I may appear unfair. However....

It's boring

Yes you may think it's boring, and yet...

You're (name calling)

There may be some truth in that, however.....

If the conversation is becoming unproductive, say:

I am stopping this conversation now. I am going to walk away and give you a chance to think about the choices that you made. I know that when I come back, we can have a polite and open conversation.

2. Rewards

Reward systems follow an agreed format where all children start afresh each day on the class behaviour ladder and move up or down according to behaviour and effort. Children are regularly praised for specific learning or behaviours that are observed and can also be sent to the Headteacher or SLT for good work or golden behaviour. The reward ladder has 7 steps, which are coloured.

All children will start every day on 'Good to be Green' in the middle of the behaviour ladder. There are three steps above this which are 'Bronze', which is verbal praise and a sticker given, 'Silver' which earns the child a dojo point and 'Gold' which is the highest reward where a child is sent to the Headteacher on a Friday at the end of the week and celebrated with a certificate, their name written in a special Golden book and parents are called. Children on bronze, silver and gold on the behaviour ladder will be able to line up first and go to an early playtime or lunchtime as a reward. The three steps below Good to be Green are 'Blue', which is issued after 3 verbal warnings have been given and is a restorative chat with the pupil 1:1. 'Purple' is lost social time if bad behaviour continues and finally 'Red', which is extreme behaviour and escalated to SLT for action. Children at all times will be encouraged to go up the ladder and turn their behaviour around quickly if they are on any colour below 'Good to be Green.' All consequences will be followed through by staff and supported by SLT consistently. Appendix 2 outlines the graduated approach to poor behaviour within the ladder system in more detail. In Nursery and the Resourced provision although the Behaviour Ladder won't be used, similar approaches will be made to prepare children for good behaviour.

A '**Star of the Week**' is chosen each week by the class teacher, this reward recognises school values which have been demonstrated that week.

A child/children meeting '**Gold Behaviour**' over the week is issued with a special certificate and gold sticker from the headteacher to celebrate exceptional behaviour.

Both of the above are also detailed in our newsletters so that parents and carers can also celebrate all the awards with the children.

Praise Points: The children can also be rewarded with Praise Points, also known as **Dojo Points**. These will be given when they demonstrate good behaviour, good manners, taking on responsibility, showing a good attitude towards learning and a positive reflection of our school ethos. This can relate to a piece of work or action/attitude. The number of Dojo points is totalled each week, with an ongoing result celebrated in class.

Golden Book and Certificate: Children who consistently demonstrate the school values to the highest standard will be recognised by having their name in a very special golden book kept in the Headteacher's office. They will also receive a special gold sticker and certificate and their parents will be contacted in order to share the celebration.

Henry Hoover award and Silver Spoon award: As part of maintaining high expectations, each week a class is chosen to be given the cleanest classroom award. This is our mini Henry Hoover trophy and it will be given to the tidiest classroom and corridor chosen by the Headteacher. We also celebrate the Silver Spoon award to the class with the best table manners at lunchtime. Staff will pass on their votes to the Headteacher before celebration assembly on Friday.

3.Sanctions

Sanctions at Farnborough Grange Nursery and Infant School have a learning focus, build relationships and encourage students to take responsibility. We use sanctions only as a form of appropriate, proportionate and positive intervention.

We keep in mind that any sanction used is to resolve rather than escalate a situation, whilst preserving the dignity of all involved and that sanctions must be applied compassionately and in a fair and consistent way.

All students must be given 'take up time' in between steps so our actions and words help and give children and young people time and space to resolve the situation. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

We focus on the values, rules, rights and responsibilities of the school when establishing boundaries in conversation with children and young people.

We remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights.

We use restorative approaches so that resolutions and learning can take place.

We follow up every time, retain ownership and engage in reflective dialogue with students.

ALWAYS PRAISE IN PUBLIC AND REPRIMAND IN PRIVATE – PIP RIP.

There are 6 consistencies that all staff will uphold in all interventions:

1. Model positive behaviours using the shaky egg for listening and attention, all children place their hands in the air and stop and look at the teacher when they hear the egg shaking. Verbally saying “1,2,3 eyes on me” during a lesson to support listening carefully.
2. Meet and greet at the class door at the beginning and end of every day.
3. Use School Rules which promote being ready to learn, these are displayed and taught to the children including the class behaviour ladder and agreed behaviour charter.
4. Engage and challenge students during every lesson referring back to the behaviour ladder for praise and reminders to turn it around if needed. In Nursery as the behaviour ladder won't be used a similar approach to praise and restorative chats will be taken.
5. Step students calmly and slowly through sanctions steps, giving 'take up time', (every time) to prevent escalation, before sanctions
6. Follow up every time, retain ownership and engage in reflective dialogue with students

4. Seeking support with an incident

SLT carries out regular Learning Walks during the day to support staff with daily teaching and to ensure we are a positive learning community. The behaviour ladders will be referred to by SLT in classrooms to reinforce the clear expectations, consistency of behaviour and boundaries. They are available to support teachers and maintain a positive learning environment around the school where everyone feels safe. Dealing with a child demonstrating distressed behaviour can be upsetting. It is okay to feel upset and to feel hurt. If you feel that you are getting upset or frustrated when dealing with an incident, withdraw, give yourself space and time, and seek support during and afterwards. Always refer back to the behaviour ladder as a point of reference to encourage steps up. Ask another adult to supervise the child until you have time to speak with them properly – If you need support, ask a leader to stand alongside you, not to take the situation away from you.

To support staff the school operates a 'Red card' system, supported by senior staff. This is only to be used for very serious incidents requiring a quick response, for example student/staff at risk of harm. The role of the 'Red card alert' is to support, not always simply to remove students. The classroom teacher is still responsible for the child's learning, even if they are removed.

Red Card behaviours

- Physically attacking another child or adult
- Extreme disruption in class or violent outbursts

Staff are to use the red card to send for a member of the SLT. CPOMS and Arbor must be completed as soon as possible and certainly on the same day. Parents will be informed by the teacher or SLT, if at lunch/break time the class teacher will be informed and communicate this back to parents.

Behaviours which may be dealt with in class, in the first instance, but which you will need to record on Arbor or CPOMS if related to any level of Safeguarding. Parents should always be informed by phone or in person, on the same day:

- Racist/sexist/child-on-child abuse/homophobic/anti-faith/ language incidents must always be recorded on CPOMS as soon as possible and SLT alerted
- Stealing, spitting, deliberately breaking resources, disobeying instructions, swearing (including gestures)

Teachers must log all incidents on CPOMS and Arbor as soon as possible and alert the SLT and DSL. Parents are always informed by the teacher by phone or in person, on the same day.

If the above behaviours are repeated or frequent, parents/SLT would need to work together to identify a specific behaviour plan to move forwards.

Amber card

We also have an amber card in each class for the teacher to alert another class, when they don't have a second adult but need support for whatever reason.

Both these cards should be stuck by the door ready for a child to take and use as directed by the teacher

5. Restorative Justice

This is used by all staff, when trust is broken, or behaviour has fallen below minimum standards.

Walk and talk or engage in a collaborative activity – take the pressure off

Focus on the main thing, timing and end well:

- *What happened?*
- *What were you thinking at the time?*
- *What have you thought since?*
- *How did your actions make people feel?*
- *Who has been affected? How?*
- *What should we do to put things right?*
- *How can we do things differently in the future?*

Please see the following Appendices:

6. Behaviour system overview with Golden Rules
7. Farnborough Grange Nursery and Infant School Scales of Behaviour
8. ABCC log template
9. Farnborough Grange Nursery and Infant School Individual Behaviour Support Plan template

Appendix 2:

Class Charter

1. **We Are Kind:** We use kind words and actions with everyone.
2. **We Listen:** We listen carefully when others are speaking.
3. **We Share:** We take turns and share with our friends.
4. **We Help:** We help each other when someone needs it.
5. **We Are Safe:** We keep our hands and feet to ourselves.
6. **We Try Our Best:** We do our best work and keep trying, even when it's hard.
7. **We Take Care of Our Things:** We look after our toys, books, and the classroom.

Classroom Behaviour Management

1. Shaky Egg
2. 123 Eyes On Me
3. Non-Verbal Behaviour Management



Head Teacher	Praise / parent call
Points earned	Dojo
Verbal Praise	Sticker
Good to be green	Starting Point
Restorative Chat	3 Verbal Warnings
Reduced Social	Bad Behaviour Cont
SLT Escalation	Extreme behaviour

**We Respect. We Aspire.
We Belong.**

Appendix 3:

	Child behaviours displayed (examples)	Staff actions		People involved
		Immediate actions	Long term proactive measures	
	<ul style="list-style-type: none"> Off task in class Low level chatter Slow to start/complete work (without genuine reason) Distracting others Calling out / Interrupting Deliberately talking over adult Refusal to follow instructions / co-operate or defiance Ignoring instructions Pushing others or pushing in a line Being noisy 	<ul style="list-style-type: none"> Non- verbal reminder e.g.: gesture, approaching and moving a distraction away, pointing at the behaviour ladder Restorative chat and request for desired behaviour – link to school values and class charter 	Encouraged to improve up the ladder	Child LSA / CT
	<ul style="list-style-type: none"> Continual defiance Continual shouting out Continual disruption to multiple learners Rudeness to staff Use of swearing / offensive language Threatening peers Spitting at others Teasing others Uncooperative Hurting others without intent 	<ul style="list-style-type: none"> Time out of social time (teacher's discretion – number of minutes lost in proportion to behaviour) Informal contact with parents (e.g. pick-up / drop-off) 	<ul style="list-style-type: none"> SENCo intervention to assess whether behaviour plan is needed Consider daily reporting to YL ABCC log initiated to look for patterns and triggers 	Child LSA / CT Year Leader / SENCo

RED 1	<ul style="list-style-type: none"> Continual bad behaviours Continual use of swearing / offensive language Threatening others with an aggressive tone Hurting another child with intent Extreme defiance and unwilling to operate to adults Bullying, racism or other discrimination including homophobic abuse 	<ul style="list-style-type: none"> Logged on Arbor / CPOMS Increased time out of social time (teacher's discretion – number of minutes lost in proportion to behaviour) Contact parents to discuss and explore concerns and have restorative conversation with child 	<ul style="list-style-type: none"> Formal contact with parents If behaviours continued – Individual Behaviour Plan to be created – with CT and SENCo Individual risk assessment developed ABCC log updated regularly Consider outside agency involvement alongside SENCo 	<p>Child LSA / CT Year Leader</p> <p>AHT/HT Parent / SENCo</p>
RED 2	<ul style="list-style-type: none"> Extreme bad behaviours. E.g.: Deliberate violence against another person Damaging school property Attempting to leave school site by climbing / forcing exit Biting and marking another child with intent Fighting and aggressive violence Extreme bullying, racism or any other form of discrimination or homophobic abuse 	<ul style="list-style-type: none"> Consider Internal social exclusion (as a one off or set time period) Contact parents and have restorative chat to discuss behaviours (social story) 	<ul style="list-style-type: none"> Continued support and monitoring via AHT Continued contact and communication with parents Outside agency involvement alongside SENCo 	<p>Child LSA / CT Year Leader</p> <p>AHT/HT Parent / SENCo</p>
RED 3	<ul style="list-style-type: none"> Continual Extreme behaviours Violence towards school staff Deliberate and extreme violence against another child Leaving school premises Extreme damage to school property 	<p>Consider:</p> <ul style="list-style-type: none"> Social exclusion (as a one off or set time period) External exclusion (Fixed term) External exclusion (Permanent) <ul style="list-style-type: none"> Parents would be fully informed by SLT at this stage and called into school for a formal meeting 	<ul style="list-style-type: none"> Continued support and monitoring via AHT Continued contact and communication with parents Outside agency involvement alongside SENCo 	<p>Child LSA / CT Year Leader</p> <p>AHT/HT Parent / SENCo</p> <p>Chair of AQC</p>

	<ul style="list-style-type: none"> • Extreme bullying, racism or any other form of discrimination or homophobic abuse 		<p>including PBS service</p> <ul style="list-style-type: none"> • Additional and bespoke timetable to meet and support child's needs 	<p>TPT Local authority</p>
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ABCC Charts to log behaviours and triggers

ABCC Chart (Antecedent, Behaviour, Consequence, Communication)

Name of Child	DOB	Chronological Age	Other relevant information e.g. speech delay, glue ear, etc	Staff name recording the incident
Date and time of incident	Antecedent (A) Trigger for behaviour What happened just before the behaviour took place? Who was doing what, where, when and with whom? e.g. Tommy took toy car away from Suki whilst playing on the carpet	Behaviour (B) Specific behaviours the child displayed - record exactly what the child did. e.g. Suki let Tommy's right forearm.	Consequence (C) What happened as a consequence of the behaviour? Record what other people say or do as a result of the behaviour. e.g. Tommy screamed. Adult raised their voice at Suki and said "no Suki". Suki ran off into the garden area.	Communication (C) What do you think the child was trying to communicate by using that behaviour? e.g. "I want that toy car"

Behaviour Action Plan – September 2024

--- *Children’s behaviour is a communication and a response to teaching and learning* ---

Objectives	Key Actions (What?)	How this will be delivered? (Who?)	Success Criteria	Progress and adaptations to be made