Turnfurlong Infant School

Behaviour Policy 2026/27

(Including Written Statement of Behaviour Principles)

At Turnfurlong Infant School, we are committed to giving all our children every opportunity to achieve. We do not tolerate bullying and harassment of any kind. We actively promote inclusion. We aim to ensure that the school promotes the individuality of all our pupils and families, irrespective of ethnicity, attainment, age, disability, gender or background.

Firstly, we recognise that relationships are at the heart of behaviour management and creating a positive, caring school culture where young children feel happy and safe.

In order to do this, staff:

- Greet children, families and carers with a smile, and say goodbye to them, as they enter or leave the school site
- Greet children and say goodbye to them warmly at the classroom door as they enter or leave the building
- Listen to and talk with children
- Explicitly praise children who are demonstrating our school values and following our school's 'golden rules'
- Get to know our children and families well so that we can support children through change and transitions that can impact on a child's well-being and behaviour e.g. the birth of a sibling, moving house, a relative staying in the family home, a change in the interpersonal dynamics of a family
- Recognise that staff are role-models for behaviour and that we are actively teaching children positive behaviour through our actions and interactions with everyone at school
- Think 'stage' not 'age' when managing complex and challenging behaviour

As a school, we know that children learn most effectively and behave best when:

- they know what is expected of them
- adults notice and praise children who are doing the 'right thing' first
- positive behaviour is rewarded
- we work closely with parents and carers

Working with parents and carers

The school's focus value changes each half term, and this is shared with parents via newsletter.

Teachers meet formally with parents and carers twice a year at Parents' Evening but staff are always able to discuss concerns outside of these times at mutually agreed times. Parents and carers of children in Nursery and Reception are also encouraged to use the EvidenceMe App to engage with their child's learning and development. As a school, we will talk to parents if we have concerns about a child's behaviour and we will always contact parents to discuss persistent or serious misbehaviour e.g. racial harassment, violence and bullying.

As a school, we recognise that being a parent is challenging and that any family can find themselves facing unexpected challenges. We are therefore able to signpost and refer parents and carers to sources of support.

Expectations of children's behaviour
We use Jenny Mosely's, 'Golden Rules' to promote and support positive behaviour.
Jenny Mosley Education Training and Resources (circle-time.co.uk)

These are displayed in classrooms and in the outdoor area.

- We are gentle when we play – *We don't hurt others*
- We are kind and helpful towards others – *We don't hurt anybody's feelings*
- We respect everyone's games – *We don't spoil others' games*
- We look after the playground – *We don't damage or spoil anything*
- We listen – *We don't interrupt*
- We keep the playground safety rules – *We don't make choices that are unsafe*
- We are honest with everyone – *We don't cover up the truth*

At the beginning of each school year the 'Golden Rules' are prominently displayed in the classroom and referred to during 'values' assemblies.

We aim to recognise and highlight good behaviour by:

- approving looks, nods, facial expressions, signs and gestures
- rewards which may include stickers, housepoints or leaves on the school values tree
- positive comments to children and their parents

Supporting children's personal and emotional development
In the Early Years Foundation Stage (Nursery and Reception), children are working towards being able to regulate their feelings, thoughts and behaviour in order to, by the end of Reception, be able to manage their behaviour independently, without the support of an adult, most of the time. That's a tricky and complex journey and starts with adults in Nursery and Reception supporting children by 'co-regulating' alongside them. All children in Early Years have a 'key person' whose responsibility it is to form a professional partnership between home and school, working and communicating with parents as well as supporting a child's learning and development.

A key element of self-regulation is the ability to recognise how you are feeling and therefore we teach to children to do this from Nursery, recognising and acknowledging how they are feeling, e.g. "I can see that you are feeling excited/angry/sad/cross". In the Early Years we use the 'Calming Cats' resources to introduce the language of emotions and emotional regulation. This is developed further in Key Stage 1 through the four 'Zones of Regulation'. Children and adults will be able to talk about being in a particular colour zone and to support this, Zones of Regulation charts are in every classroom in Year 1 and 2.

The Zones of Regulation | A Curriculum For Emotional Regulation

We also know that there are some children who may require extra support to manage their feelings, particularly around anxiety and change. As a school we can support this through;

- Attending a targeted, supportive small group run by a Teaching Assistant
- Making, with parent permission, a referral to the School Nursing Team

- Making, with parent permission, a referral to CAMHS (Child and Adult Mental Health Services)
- Making, with parent permission, a referral to Pathways PRU outreach team

Children with Special Educational Needs and Disabilities
We are an inclusive school with many pupils who have additional needs. As a school, we recognise that some of our children with Special Educational Needs (SEND) require a more personalised approach to behaviour management. We also recognise that all behaviour, including challenging behaviour, is a form of communication.

Staff work closely with a range of professionals to support children with SEND, including Speech and Language therapists and Educational Psychologists.

The SENDco, working with a child's class teacher and support staff, will implement strategies to support the child. This will include identifying triggers and patterns in order to 'plan ahead' and reduce incidents of challenging behaviour. Children will also be supported with routines and transitions using a range of visual support resources according to need; individual visual timelines, 'catch-me' cards, now and next boards, visuals on staff lanyards, sign supported English. Incidents are frequently supported with 'social stories' to support the child to understand how behaviour and actions affects themselves and others.

Further professional advice and guidance may be sought from specialist teachers working in the Buckinghamshire SEND team and, with parental permission, staff at 'Pathways', the local pupil referral unit, can provide outreach support in school.

Children who are Looked After and Post-Looked After
As a school, we recognise the unique needs of this group of children and the teacher for Looked After Children (Rebecca Ochiltree) works closely with colleagues in Buckinghamshire Children's Social Care and the Buckinghamshire Virtual School in order to ensure that their needs are met and that they are making good progress in their learning and development. This may involve children working with additional professionals from other services such as drama therapists.

Managing challenging behaviour
There are times when inappropriate or challenging behaviour has to be managed, and depending on the circumstances it will be necessary to take one or more actions as follows:

Low-level disruption in classroom/dining hall
This could be a situation when a child is talking rather than listening to the teacher/teaching assistant or when a child is behaving in a way that is disturbing the other children around them. The teacher/teaching assistant/midday meals supervisor will:

- Remind child of the expected behaviour
- Check that the child understands the task
- If behaviour continues, give a warning and repeat the reminder of the expected behaviour
- If behaviour continues after three warnings the child should be moved away from the other children e.g. sit close to teacher on carpet, sit at their table space away from others

- If there is a reoccurrence of this behaviour during the working day, the child may be sent to work in another classroom in their year group for the duration of the session, or, if necessary, with the Deputy Head or Headteacher. This should always be recorded by the teacher on the school's CPOMS system (Child Protection Online Monitoring System)

Afterwards

- Staff to support the child to acknowledge what has happened, how it affected the child and others, to support the child to recognise how they felt at the time of the incident and how they feel now, and to apologise.
- Where a child is regularly or persistently demonstrating low-level disruption, it will be necessary to have a professional, reflective discussion about what is happening and why.

Low-level disruption in Nursery/Reception

This could be a situation when a child is talking rather than listening to the teacher/nursery assistant/teaching assistant/midday meals supervisor or is behaving in a way that is disturbing the other children around them. The teacher/nursery assistant/teaching assistant/midday meals supervisor will:

- Remind child of the expected behaviour
- If behaviour continues, give a warning and repeat the reminder of the expected behaviour
- If behaviour continues after three warnings the child should be moved away from the other children e.g. sit close to teacher on carpet, sit at a table space away from others, sit next to another adult
- If there is a reoccurrence of this behaviour the child may be given 'thinking time'.

The children's thinking time is a minute for each year of their life, e.g. a three year old has a three minute thinking time. The children's concept of time is supported visually with a sandtimer.

Afterwards

- Staff to support the child to acknowledge what has happened, how it affected the child and others, to support the child to recognise how they felt at the time of the incident and how they feel now, and to apologise.

Physical or verbal incident (child on child/child on adult)

This is a more serious incident and is managed accordingly.

- Staff to complete a reflection sheet or have a reflective conversation with the child about what has happened, how it affected the child and others, to support the child to recognise how they felt at the time of the incident and how they feel now, and how they may be able to make reparation
- The other child should be supported and it will be acknowledged by staff to them that the behaviour they have experienced has been inappropriate
- In the event of a serious physical incident, a reflection sheet or a reflective conversation is always completed with a senior leader and uploaded to the school's CPOMS system (Child Protection Online Monitoring System) and parents are informed

- The consequence needs to be as soon as possible for physical behaviour e.g. missing part/all of playtime or lunchtime or (in Reception) not being able to access a piece of equipment for the rest of the day
- Parents will be informed that day

In rare and exceptional cases, it may be necessary to suspend a pupil. This is only considered in extreme incidents of very serious assault. The Headteacher will take and follow advice from Buckinghamshire Council's Exclusions and Reintegration team where this action is necessary and inform the Governing Body.

Physical or verbal incident (child on child/child on adult) – in Nursery
Staff will respond according to the age of the child

- The child should be moved away from the other child or children
- The child should be supported to de-escalate and the other child should be comforted
- The child who has hurt another child will be given thinking time after they have de-escalated. This will be supported by an adult.
- The children's thinking time is a minute for each year of their life, e.g. a three year old has a three minute thinking time. The children's concept of time is supported visually with a sandtimer.
- Staff to support the child to acknowledge what has happened, how it affected the child and others, to support the child to recognise how they felt at the time of the incident and how they feel now, and to apologise.
- A social story may be used to support the child's developmental understanding of cause and effect.

High-level challenging behaviour
This is likely to be a child whose behaviour is known to staff. They may well have 1:1 support in place or school may be in the process of applying for additional funds for support. They are in crisis and communicating this through their behaviour. They are likely to have a safer handling plan in place.

- Staff should <u>immediately alert</u> SENDco and/or SLT that assistance is needed urgently, following the instructions on the classroom telephone to tannoy for support, or shout, "Help needed!"
- Any member of staff available should come to support.
- Try to move child or other children away from the area, whichever is easiest. This may involve other staff removing other children whilst you manage the child in crisis. They need a familiar face.
- Members of staff who are 'step up' trained to take over situation, beginning with the de-escalation 'script'.

Afterwards
- Review whether child has fully de-escalated. This may take some time and the child will not be able to re-enter the learning environment until it is safe for all to do so.
- If other child/children have been affected by what has happened, they should be supported, and it will be acknowledged by staff to them that the behaviour they have experienced has been inappropriate but given an age-appropriate explanation for what has occurred. It should be reinforced that they, and the child, are safe.

Following an incident of high-level challenging behaviour, it will be necessary for staff to debrief and professionally reflect on what has happened in order to learn from the situation, take lessons learned forward and to support each other emotionally. A safer handling plan will be put in place if this is not already active and where one is already in place, it will be reviewed and revised where necessary.

If restrictive intervention or safer restraint has been required, this will be recorded and shared with parents in writing. It will also be recorded on CPOMS.

Restrictive intervention and restraints are reported to the Governing Body in an anonymised form in the termly Headteachers report for Full Governing Body meetings.

Working with other agencies – before and after school clubs
Where children attend Little Rascals breakfast club or after school club, staff should share incidents of serious behavioural incidents where two or more pupils who have been involved in an incident are attending that session.

Information should be shared with the DSL or most senior member of staff. A log that the conversation took place should be made on CPOMS.

Staff training and continuous professional development
In the Autumn Term 2025, staff received 'Step on' training for behaviour management using the 'Norfolk Steps'. The focus on behaviour management in 'Norfolk Steps' is on de-escalation (putting things in place to help a child in crisis, or on the edge of a crisis, to cool off) and planning ahead to anticipate what might need to be in place to support the emotional needs of a child or group of children.

In addition to this, in 2025/6 and 2026/7 a group of staff have received 'Step up' training from the team at Pathways Pupil Referral Unit to be able to manage behaviour which has escalated further. This training is focused on specific pupils where there may be a need to manage with restrictive intervention or restraint.

Staff have also attended training on attachment and trauma, delivered by the Buckinghamshire Virtual School.

Other documents that support this policy are:

Home School Agreement
Staff code of conduct
Anti - bullying policy
Inclusion policy
Child protection policy
SEND policy
Use of restrictive interventions policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- School and families work together to support behaviour in order to foster good relationships between the school and the pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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

Appendix 2: Behaviour at break time and lunchtime

Minor behaviour incidents

Minor behaviour incidents need to be dealt with at the time that they occur by the staff on break duty. They should not be referred to the OPAL co-ordinator to deal with at the end of break time. A consequence can't be given without a reflective conversation:

· What happened?

· Why did you choose to do that?

· Who got upset?

· What could you have done differently?

Immediate consequences that are alternatives to 'missing 5 minutes at the beginning of break time'

· Stay with an adult for a period of time and then return to play (this could be escalated to the whole of break time if necessary)

· Stay in the area that you are supervising

· Move to another area of the outdoor area to play for remainder of break time

· Not be able to play in an area that they really like to be in at the next break time (this may be helpful if an incident has happened at the end of break time)

If you have dealt with a minor behaviour incident that was followed by a consequence, inform the child's class teacher at the end of break or lunch.

If there has been a reflective conversation for a minor incident, there does not need to be reflection sheet. Make sure that you inform the child's class teacher of the behaviour incident and the immediate consequence.

Serious behaviour incidents

Missing a whole playtime is a serious sanction and should only be considered for the type of incident that has been referred to SLT. Examples of this would be

· Biting

· Deep scratch

· Any hitting/punching

· Pushing someone over on purpose

· Any incident which involved the other child needing first aid

Any serious behaviour incident must be referred to SLT immediately and will be recorded on CPOMS.