BEHAVIOUR POLICY

Reviewed September 2026

Purpose

Our overall purpose in managing behaviour is to develop each child's sense of personal worth by providing an atmosphere of care, security and praise. Good behaviour is an essential condition for effective teaching and learning to take place. At Old Basing Infants we have adopted the United Nations Convention on the Rights of the Child and aim at all times to foster within staff and children the language and behaviour of a Rights Respecting School. This ethos and RRE (Rights Respecting Education) are at the heart of all we do.
For a small number of children, where behaviour has been identified as part of their individual special needs, the use of the behaviour policy may be adapted to more closely meet their identified needs.

Aims

- To foster a caring attitude towards other people and the school environment
- To develop a sense of an inclusive community by celebrating and understanding our similarities and differences through curriculum learning in RRE, RE, PSHE and assemblies
- To teach children about how to keep themselves safe and what they can do if they are worried
- To teach children about the impact that their words and actions have on each other and the importance of being kind
- To show the children that both kind and unkind behaviour is noticed and action is taken
- To enable staff, children, parents and governors to have a shared understanding of acceptable values and behaviour
- To give the children the tools to solve conflicts and try to develop each child's responsibility for their own behaviour and their actions towards others
- To promote at all times the importance of positive mental and physical well-being
- To enhance the self-esteem of each child
- To emphasise the teachers' right to teach and the pupils' right to learn
- To develop positive responses to and show respect for all people
- To start each day as a new day for every child

Expectations:

- ✓ Staff will expect children to be well behaved
- ✓ Children will play in a respectful manner
- ✓ Children will be kind and helpful
- ✓ Children will be engaged in their learning and not disrupt lessons
- ✓ Children and staff will look after school property
- ✓ Children and staff will listen to others and respect other people's points of view
- ✓ Children and staff will be honest and take responsibility for their own actions
- ✓ Staff and children will respect the rights and differences of others and use the UNCRC (United Nations Convention on the Rights of the Child) and Class charters as a guide
- ✓ Children will expect staff to treat them with respect
- ✓ Children and staff will at all times demonstrate behaviour that values individual mental health and well-being
- ✓ Incidents of poor behaviour will be recorded on CPOMS

Guidelines for Implementation

1) Motivation and Rewards

a) Rewarding positive behaviour is more effective than punishing unacceptable behaviour.
b) Before the start of Friday fun time, the class teachers should remind the children that they have earned their Friday fun time because of their rights respecting behaviour.
c) Praise – we aim to catch children being good. When managing behaviour, staff will use a positive approach, use the language of rights and respect and always look to praise the positive.
d) The class teacher will make a class charter at the beginning of the year with their children, and review these as they feel necessary. The charter should reflect the articles of the UNCRC, it should use positive language "We will..." instead of "Do not..." and include the children's rights, how they will show they are respecting their own and others' rights and the teachers' responsibilities to ensure children's rights are protected. An emphasis will be placed upon respecting the rights of others.
e) Positive examples of behaviour at any time, in class, at playtime or lunchtime and in any part of the school will be rewarded with blue tokens. Blue tokens will be added to a class total, and the class will work to fill a box in order to gain an agreed extra behaviour reward, which should be given as soon as possible after the box is filled.
f) Positive behaviour, with children being respectful of others' right to learn and showing they are respecting their own right to learn through their behaviour will be rewarded with praise - Bees on the school display and certificate in the Head Teacher's Celebration Assembly.
g) Staff should ensure that any incidents of peer on peer negative behaviour is addressed and recorded on CPOMS with action and follow up.

2) Sanctions

When a sanction is given, it should always be made clear to the child that it is their behaviour that is unacceptable and not the child. Children will be expected to take responsibility for the behaviour they exhibit and the choices they make.

In the classroom

a) The first stage of addressing poor behaviour is a verbal warning.
b) If the behaviour persists from a particular child, that child should be reminded of positive rights respecting behaviours.
c) If the behaviour continues following this, a note will be made ready for the teacher to have a conversation with that child at a suitable point e.g. at transition from the carpet, before the next break/lunch/end of the day about their behaviour. At that point, the teacher will explain to the child what the sanction for their poor choice of behaviour will be i.e. that they will miss five minutes of either morning or afternoon playtime depending on the time of day the behaviour took place. Any child missing a portion of their playtime will be required to walk around with of one of the teachers on playground duty and will be able to rejoin when five minutes has passed.
d) If a child misses any learning time because of poor behaviour, the class teacher will ensure that an opportunity to complete this will be given.
e) Following the sanction, some reflection time will be used to encourage children to 'turn the day around'. This may involve using some reflection time prompts or may be a simple discussion.

The system will generally work as follows:

- Verbal warning
- A second reminder of positive rights respecting behaviours
- Name noted so that a follow up discussion and sanction can take place at the next appropriate point in the day. This MUST take place before the end of the day during which the behaviour has occurred
- Following the sanction, the child will be verbally reminded of the Class/School Charter and of the importance of respecting others' rights. It is important to explain to them why their behaviour is

unacceptable and to try and avoid a repeat of this situation. This reflection time should be used to 'turn the day around'

- Children should always apologise to anyone else involved in an incident and staff should emphasise the need to be respectful at all times

At Playtime and Lunchtime

The child will be verbally reminded of why their behaviour is unacceptable and reference made to the Class Charter. If unacceptable behaviour continues, the child will be asked to walk around with the adult on duty in order to witness positive play in action whilst also discussing this with the adult. **If the behaviour is extreme, or if the children involved are not heeding the warnings given, the playtime or lunchtime staff member will bring this to the attention of the Head Teacher or Deputy.** Each adult has a red card that they can use when they are outside. The staff member can send a responsible child with the card to the nearest adult if they need help.

Any **intentional** kicking, punching or physical aggression will be dealt with by the Headteacher or the Deputy as these are examples of extreme behaviour which will not be tolerated. Any child involved in this behaviour will walk with the adult who has intervened to the lunch supervisor of their class and will be spoken to by the Headteacher or Deputy on their return to class.

Any incidences of unacceptable behaviour which result in a child having to walk around with the adult on duty, **must** also be reported back the child's class teacher.

Off Site on school trips

Children are grouped and supervised in accordance with guidance on adult to child ratios - 1:6 in KS1 and 1:5 in Foundation Stage. Any child with particularly challenging behaviour will be accompanied 1:1. The warning system will still operate.

Monitoring incidences of unacceptable behaviour

Class teachers will monitor and record on CPOMS, when necessary, instances of unacceptable behaviour to ensure children are not developing poor behaviour patterns. If any behaviour gives cause for alarm, then advice should be sought from the Designated Safeguarding Lead.

We aim to inform parents of unacceptable behaviour as soon as possible on an informal basis when they collect their child at the end of the day. If parents do not collect their children, we will endeavour to contact parents by phone to discuss the matter. We will be as discrete as possible about this in front of other parents as we recognise the impact that this can have for both parents and children.

In cases where children are being reported regularly, the Headteacher will be informed and involved and will make the decision about whether or not a formal letter should be sent to parents. If all avenues have been explored with the child and informally with the parents and the child continues to behave in an unacceptable way, then parents will be required to come into school for a planning meeting with the class teacher and Headteacher.

We always try to give children the opportunity to modify and be responsible for their behaviour before we involve parents on a more formal basis. In this way we aim to help children to take full responsibilities for their actions and be respectful of the rights of others.

All staff are trained to identify behaviour that may indicate *child on child* abuse. Anyone with any concerns regarding this would need to report their concerns and record this on CPOMS. ***More information can be found on the Safeguarding and Child Protection policies.***

All staff should ensure that children are praised when necessary, by the Headteacher or Deputy for good behaviour as well as because their behaviour has been unacceptable.

Suspension and Permanent Exclusion

The school follows the DfE guidelines on *School Suspensions and Permanent Exclusions* which came into effect in July 2026 and replaces previous guidance. The new guidance applies to all Local Authority maintained schools, Academies and Pupil Referral Units and all pupils in them, including those who are below statutory school age.

Suspension and permanent exclusion in an infant school is quite a rare occurrence. The decision to suspend or permanently exclude a child would only be taken if:

a) There had been a serious breach of the school's behaviour policy
b) Allowing the child to stay in school would seriously harm the education or welfare of the pupil or other pupils.

Suspension and permanent exclusions should not be used for minor incidents such as:

a) Failure to do homework
b) Poor academic behaviour
c) Lateness or poor attendance
d) Breaches of school uniform policy
e) Punishing pupils for the behaviour of their parents

The Headteacher, or whoever is in charge in their absence, is the only person authorised to exclude a pupil.

There are three types of exclusion: suspensions (fixed term), permanent (*Only to be used as a last resort."*) and safeguarding separation, which requires the temporary removal or requiring a pupil to attend a different site for safeguarding reason (this is NOT a suspension or permanent exclusion). A pupil cannot be suspended for an indefinite period, and neither should parents be asked to keep their child home 'voluntarily' for any length of time.

Pupils whose behaviour is disruptive at lunchtimes may be suspended from the premises for the lunchtime period. Lunchtime exclusion should be treated as fixed term exclusion, equivalent to one half of a school day, unless the parent voluntarily decides to do this during lunch time. This would then not count as exclusion as long as it was the parent's decision to take the pupil off site and this was supported by the school and not in any way a suggestion by the school. A packed lunch should be provided for a pupil entitled to free school meals in this instance. *It is important to note that the legal requirements relating to this suspension apply in all cases.*

- This policy should be read in conjunction with our Anti Bullying, PSHE and Safeguarding policies.
- Our school has adopted Hampshire's Guidance and Policy on Restrictive Physical Intervention in School. School staff have the power to use reasonable force when necessary and this would be used in line with the guidance which can be found here: Primary Behaviour Service - Schools
- Advice is sought from Primary Behaviour Support and other specialist services if and when it is needed.

Mobile Phones –No child should have a mobile phone while on the school site. If a mobile phone is discovered, it will be kept securely in the school office and parents will be informed. They will be asked to collect the phone from the site as soon as possible. Please see the Staff Code of Conduct for further information about staff use of mobile phones and IT within school.

This policy complies with: The Education and Inspection Act 2006
The Department for Education (DfE) statutory guidance on suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement school July 2026