

Fairisle Infant and Nursery School

Behaviour Policy



Respect the right to:

LEARN

BE SAFE

BE THE BEST THEY CAN BE

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To be reviewed again: October 2026

SIGNATURE STAMP

This policy was approved and adopted by the
Governing Body at their meeting on: :
05/11/2025

Signed:

Rick Allan
Chair of Governors



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Behaviour Culture

Good behaviour is where the school community uses a collaborative approach to create a culture where pupils will behave because they know what they need to do, feel competent at it, feel safe and understand why it is valuable.

Good behaviour improves every outcome whether it be academic, social, mental health and wellbeing, creativity, social mobility and/or vocational opportunity.

Good behaviour is behaviour that leads to pupils flourishing and succeeding in a variety of different situations.

We are a Rights Respecting School and support the CRC and UNICEF.

We are a TAAES Status school - 'A Trauma Attachment Aware Education Setting'.



Maslow's hierarchy of needs

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management across the whole school and nursery
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences
- Acknowledge that all behaviour is communicating something
- Each pupil's behaviour will be reviewed on an individual basis and any behaviour management will be adapted accordingly
- Support and reflect our Rights Respecting School ethos linked to UNICEF and the CRC
- Respect the right 'to be listened to and be heard' (UNICEF/CRC)

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions – What does behaviour of concern look like:

Behaviour that is noteworthy and requires prompt further discussion is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Repeated breaches of the school rules/not respectful of our rights respecting school ethos
- Physical harm towards peers or adults
- Any form of bullying
- Child on child abuse (KCSIE)

- Online misconduct
- Sexual violence, meaning intentional sexual touching without consent
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour (PLAB)
- Self-Harm and Suicidal language
- Possession of any prohibited items. These include but are not limited to:
- Knives, scissors or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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)

NB: It is important to note that absence related to school attendance and uniform related concerns are not the responsibility of the child and are not part of our behaviour policy. These issues may be discussed as part of a wider concern within a family context and will follow our anti-bullying, safeguarding and child protection policies.

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time (3 times or more)
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, teasing, manipulative/controlling language
Physical	Hitting, kicking, pinching, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
(PLAB)Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, Purple Mash or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our separate Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The governing body will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure that restorative practice, TAC, rewards and consequences are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and restorative practice
- Ensuring that pupils are flooded with signals about good behaviour
- Understanding that pupils do not create poor behaviour but that they are the products of their circumstances (Maslow)
- Supporting children to find an appropriate safe space within the year group area. This can be within the classroom or outside of it.
- Providing a personalised approach to the specific behavioural needs of particular pupils e.g. Team Around the Child approach (TAC), IBPs, positive handling plans, class reward charts, IEPs

- Recording behaviour incidents in a timely manner on Cpoms, ABCs and IBPs (as appropriate) to inform SLT, ABL, DMHL, DT, DSL, ELSA, SEND team and SENDCo
- Keeping parents informed about all behaviour both positive and where there is some concern unless directed otherwise by SLT, ABL, DMHL, DT, DSL, ELSA, SEND team, and SENDCo, LCG

The SLT, ABL, DMHL, DT, DSL, ELSA and SENDCo will support staff in responding to behaviour incidents and provide necessary training ongoing.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly to know how to best signpost for support e.g. ELSA or CAFF
- Attend pre-arranged meetings to discuss child's behaviour/plan (as appropriate)

6. Pupil code of conduct

The basis of our Behaviour Policy is the continued focus on our school value: **'Expect Success.'** We value our rights and focus on these three to form our school rules expecting everybody to

Respect the right to:

LEARN	BE SAFE	BE THE BEST THEY CAN BE
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Pupils are expected to -

Show they are **'Respecting the right to learn'** by:

- listening to all adults, following instructions and complying with what is asked of them
- taking a positive interest in all classroom activities and to trying as hard as they can
- listening to adults and each other, valuing each other's work and opinions

Show they are **'Respecting the right to be safe'** by:

- behaving in an orderly and self-controlled way
- moving quietly and sensibly around the school
- play calmly and co-operatively outdoors

Show they are **'Respecting the rights to be the best they can be'** by:

- showing respect to members of staff and each other following our school rights respecting ethos
- treating the school buildings and school property with respect
- accepting consequences when given with an explanation
- refraining from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and Consequences

7.1 List of rewards and consequences

Positive behaviour will be rewarded with:

- Praise
- Name/tick written on the rights respecting board – verbal explanation of which right they were observed respecting – rights respecting stickers
- Stickers
- Certificates
- Whole class reward earned by group/whole class actions – each year group reward decided by school council
- SLT stickers
- Celebration assembly
- Whole school community system

The school may use one or more of the following consequences in response to unacceptable behaviour alongside restorative practice:

- A verbal warning – clear explanation to define behaviour for child
- Thinking time within the classroom or removal from activity e.g. not allowed outside any longer
- Thinking time in another class
- 'Lost learning' completed at break or lunchtime
- Meetings or phone calls with parents to discuss persistent disruptive behaviour
- Referring the pupil to a senior member of staff for unsafe or persistently disruptive behaviour
- Use of an ABCC or IBP when behaviour becomes persistent
- Exclusion/Suspension (internal/external)

7.2 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.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Referral to the ELSA

- Refer to CAFF (Children and Families First) previously Early Help
- Refer to the CRS (Children's Resource Service) previously MASH
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.3 Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 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 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 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, 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 CRS 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 policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school site.

They will:

- Create and maintain an organised and stimulating environment that encourages pupils to be engaged with their learning
 - Establishing clear routines
 - Develop a positive mutually respectful relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Communicating expectations of behaviour in ways other than verbally Using visual prompts including now and next boards to support children's understanding
 - Highlighting, teaching and promoting what good behaviour is and looks like
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Creating a considerate space within the classroom for thinking time
 - Using positive reinforcement
 - Using restorative practice
 - Use agreed TAAES practice
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- Behaviour instructions will be clearly outlined and repeated using 'take up' time in necessary
 - Display their Rights Respecting Class Charter
 - Deliver the PSHE/RSHE curriculum
 - Provide time for mindfulness and emotional literacy activities
 - Build positive relationships based on mutual respect with parents and carers

Strategies used to prevent or reduce poor behaviour:

- Tactical ignoring (where appropriate and safe to do so).
- Simple brief direction from an adult to quietly return the child to a task.
- Use of scripts to minimise language
- A countdown: "when I get to five, I expect ..."
- Gentle rule reminders
- Proximity praise (Well done Jon, you are sitting beautifully, said with the hope that Peter notices and wants to sit nicely also).
- Distraction
- Reminding of personal capabilities (You listened so carefully yesterday, so I know you can do it again today)
- Healthy competition (Which table can clear up the quickest?).
- Sitting next to or close to an adult.
- Giving the child-controlled choices
- Using visual prompts including now and next boards to support children's understanding
- Hold child's hand on the playground to allow for thinking time
- Change of Face
- Use 'thank you' at the end of a request or instruction instead of 'please'

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on Cpoms and reported to parents
- Follow any positive handling plan in place (one to be written after 1st hold has taken place)

Any circumstances where reasonable force to restrain a pupil is deemed inappropriate staff will use one or more of the following to alert and gain support:

- Class walkie talkie
- Evacuate (classroom, space, hall)
- Bubble child to a safe space

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil and Staff support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage these include but are not limited to those in receipt of Pupil Premium/disadvantaged pupils, SEND, (CLA) Children Looked After/Previously Children Looked After (PLAC). Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil:

A Team Around the Child approach (TAC) is when the behaviour of a pupil is of concern requiring a wider awareness and support network of relevant staff members, including where appropriate external agencies.

The school's SLT, DSL, DT, SENDCo, DMHL, ABL and ELSA will evaluate a pupil who exhibits challenging behaviour to determine whether there are any wider concerns or they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from relevant school staff, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil an IBP will be created for that child and we will liaise with external agencies where appropriate. We will work with parents to create the plan and review it on a regular basis. Parents/Carers will be kept informed as appropriate.

The mental health and wellbeing of both staff and pupils will be considered at all times when dealing with challenging pupil behaviour. The Designated Mental Health Lead will be kept informed and will liaise with relevant staff, pupils and families.

All cases will be dealt with on an individual basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil'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.

All staff acknowledge that all behaviour is communicating something.

9. Pupil 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour e.g. ECT programme, Induction, policy review, restorative practice, ACEs.

Our staff are provided with/signposted to training on understanding behaviour to be able to know how best to respond. In line with guidance, a number of staff are trained in de-escalation and physical restraint.

Behaviour management will also form part of continuing professional development.

As a TAAES Status school, Staff receive training on a regular basis to look through that 'trauma informed lens' to recognise that all behaviour is a form of communication

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher in consultation with staff and the full governing body annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies and Acronyms

This behaviour policy is linked to the following policies:

- Exclusion's policy
- Child protection and safeguarding policy
- Inclusion Policy
- Anti-Bullying Policy
- School Uniform Policy
- Attendance Policy
- PSHE Policy
- Pupil Premium
- Physical restraint policy
- Equality Policy

Acronyms within this policy:

SLT – Senior Leadership Team
DMHL – Designated Mental Health Lead
DT – Designated Teacher for Children Looked After
DSL – Designated Safeguarding Lead
SENDCo – Special Educational Needs Disability Co-ordinator
PSHE – Personal Social Health Education
RSHE – Relationships Sexual Health Education
ABL – Anti-Bullying Lead
ABC – Antecedent Behaviour Consequence
IBP – Individual Behaviour Plan
TAC – Team Around the Child
ECT – Early Career Teacher
ACEs – Adverse Childhood Experiences
CLA – Child/children Looked After
PLAC – Post Looked After Child/children
ELSA – Emotional Literacy Support Assistant
CAFF – Children and Families First
EH – Early Help
MASH – Multi agency safeguarding hub
LCG – Leadership Cluster Group
CRS – Children’s Resource Service

Appendix A - Promoting Positive Behaviour -Sentence stems

For Staff use:

- You have shown me strength by sharing this today.
- It is ok to not be ok.
- I'm sorry to hear this.
- How can I support you today?
- I see you. I hear you.
- I am here for you. Tell me what you need today.
- How are you feeling today?
- What had brought you to feel like this today?
- Take some time to reflect and we can talk about your thoughts.
- We walk in the corridors/around school.
- We use quiet voices.
- We respect each other.
- I am here to listen. You are not alone.
- Can we talk about how you spoke to me/to your peers... it would be helpful to be able to understand what was happening in those moments before...?
- I am not comfortable with how you behaved... help me to understand it.
- Help me understand what happened.
- Let's talk this through together.
- When you are ready, you talk and I'll listen
- I wonder if you are feeling...

Appendix B - Understanding Behaviour

Attachment

We are all born programmed to form attachments and these create the blueprint for future relationships.

Secure Attachment – is developed when all needs are met and most of us will develop a secure attachment.

Insecure Attachment – is when needs are not met and we find the world confusing and unpredictable and we don't know if our needs will be met. Therefore, we develop strategies to make sure our care giver stays focussed.

Some care givers are dismissive or non-responsive to anything more than basic needs. Children will learn quickly that needs will not be met and become self-sufficient and don't rely on anyone – drawing on their own resources to survive.

Some children will develop an unpredictable response and pattern of behaviour as they have often suffered and will be experiencing trauma, neglect or abuse as even their basic need of safety has not been met.

Where there are no reliable strategies developed these will be our most vulnerable children.

Fear is an aspect of an insecure attachment and one which inhibits learning.

Teaching staff are attachment figures. When a child is able to form an emotional attachment to another person it provides them with the stability that is required to develop trust.

In brief:

From 7 months plus an infant will show a preference to an adult.

Between 2-5years of age they will interact more with the world around them and start to interpret new experiences.

From 5-7 years of age a child develops autonomy and experience separation from care givers as they start school. This is where children will be expected to cope with all the new experiences that come with going to school and where anxiety can form.

From 7-11 years of age children will develop their self-esteem, autonomy and competence.

Stressful experiences at any developmental stage will potentially result in a period of regression and may display itself as an unconscious trauma or distress such as – nightmares, night terrors, bed wetting and separation anxiety.

Secure Attachment

Between teacher/TA and pupil you will see – resilience, confidence, a stable self-esteem, independence, achievement and a positive attitude.

Insecure Attachment – Avoidant

Between teacher/TA and pupil you will see – indifference, underachievement, sensitivities, denial and hostility.

Insecure Attachment – Ambivalent

Between teacher/TA and pupil you will see – high levels of anxiety, underachievement, attention seeking behaviour, poor concentration, dependence and fear of separation.

Insecure Attachment – Disorganised

Between teacher/TA and pupil you will see – controlling behaviour, anxiety, underachievement, distrust, high levels of fear including fear of failing.

ACE

Adverse Childhood Experiences are highly stressful and potentially traumatic events or situations that occur during childhood and adolescence.

Adverse childhood experiences, or ACEs:

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member attempt or die by suicide

Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding, such as growing up in a household with:

- substance use problems
- mental health problems
- instability due to parental separation or household members being in jail or prison

Please note the examples above are not a complete list of adverse experiences. Many other traumatic experiences could impact health and wellbeing.

Experiencing 4 or more ACEs is associated with significantly increased risk for 7 out of 10 leading adult causes of death, including heart disease, stroke, cancer, COPD, diabetes and Alzheimer's. Studies have found increasing numbers of ACEs to be associated with increasing risks of conditions including depression, anxiety, panic reactions and suicide attempt.

This trauma can also impact a person into adulthood as they experience feelings of shame and guilt, feeling disconnected and unable to relate to others, trouble controlling emotions, heightened anxiety anger.

Stigma

Stigma involves negative attitudes or discrimination against someone based on a distinguishing characteristic such as a mental illness, health condition, or disability. Social stigmas can also be related to other characteristics including gender, sexuality, race, religion, and culture.

Restorative Practice

A restorative school is one which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative practices provide pupils and caring adults with an intentional, inclusive, and respectful way of thinking about, talking about, and responding to issues or problems that arise.

TAAES (Trauma Attachment Aware Education Setting)

A TAAES status school is one that uses trauma informed practice to negate the impact of adversity and trauma experiences on child development and educational engagement.

Our trauma informed practice approach is:

- Understanding that trauma exposure can impact a child's neurological, biological, psychological and social development and presentation
- Prioritising meaningful, positive and effective relationships
- Being aware of how trauma can impact a child/children including their ability to feel safe and develop trusting relationships
- Looking beyond the immediate presenting behaviours and to ask - 'What is needed?' rather than 'What is wrong?'
- Seeking to prevent re-traumatisation or re-experiencing of thoughts, feelings or sensations experienced at the time of a previous traumatic event or circumstance
- Seeking to prevent second-hand trauma that can be present when professionals, family or friends provide support and empathy to a child that has experienced trauma

Each classroom contains key information and resources to support such as:

- Fairisle Five - Eyes Looking, hands in lap, listening ears, mouth closed and super sitting
- Classroom Environment
- Attuned Adult
- Now and Next
- ABCC charts
- Pupil Passports