



Mill Rythe Infant School

Behaviour Policy 2026-27

Document Information

Statutory:	Yes	Created by:	Charlotte Tighe
Reviewed by:	FGB	Responsibility:	FGB
Last review:	May 2026	Next review:	May 2027
Review cycle:	Annual	Ratified by FGB:	
Signature (Chair of Governors):			

This policy was written and developing considering the following

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- United Nations Convention on the Rights of the Child
- DfE Behaviour in Schools – Advice for Head Teachers and school staff July 2022
- DfE Suspension and Permanent Exclusion for maintained schools, academies and pupil referral units in England, including pupil movement January 2022
- DfE collection of supporting resources 'Improving Behaviour in Schools' January 2026

Rationale

Our school is a compassionate learning community that empowers children to learn and explore. We will communicate openly and honestly with parents working as a community around your child. There is a thread through our school that every child is heard, seen and supported by all staff. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We pride ourselves in being a trauma-informed setting who have 'Attachment and Trauma Awareness' training regularly for our school staff.

Our behaviour policy is a guide to staff, parents, children and governors in how our policies and procedures are used to support safe and positive choices within school. Our understanding of trauma

and attachment underpins our behaviour policy and we believe that this enables us to support children to demonstrate positive behaviour and to develop as successful, responsible learners. We also understand that for some children following our behaviour expectations could be beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include reasonable adjustments to reinforce positive behaviour. We work in partnership with children, parents and other agencies to ensure all children are successful in showing our values of [Safety, Honesty, A community, Resilience and Kindness](#).

Our Policy was written in consultation with staff, Primary Behaviour Service and parents. We have held drop-in policy launch opportunities and launch events for our school values to see how these are weaved through our school.

Aims	
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- To create an inclusive and happy learning environment which enables all pupils to behave positively and where every member of the school feels valued, respected and treated fairly.
- To develop pupil understanding of behaviour expectations and positive behaviour and wellbeing strategies.
- To establish an open partnership between parents and the school community to support all school policies and our core values.

Objectives	
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- To ensure that all learners are treated fairly, shown empathy and to promote good relationships.
- To ensure that classrooms are calm, orderly and that pupils feel safe in school
- To develop pupil understanding of natural, logical and protective measures to promote safe choices
- To provide a clear explanation of our approach to supporting pupils development
- To build a community which values and models [safety, honesty, community, resilience and kindness](#)
- To promote close family support through open and honest communication so that we can work in partnership to support each individual child
- To ensure a consistent and calm approach to, and use of language for managing behaviour
- To be proud of their personal achievements and celebrate the achievements of others
- To ensure every child is given a voice and has the right to be heard
- To help every child realise they are valued, a welcomed member of our school and contribute positively to the experiences of others

Roles and responsibilities	
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It is expected that everyone in the school community will adhere to the school behaviour policy with consistency.

The Governing Body

The Governing Body and Head Teacher are responsible for ensuring that staff have sufficient training and support to apply this policy. This policy will be monitored by the Safeguarding Governor and as part of the termly Head Teacher's report.

The Head Teacher

The Head Teacher will support the staff in the implementation of this policy. It is their responsibility to ensure the implementation of this policy is consistent across the school. The Head Teacher will also be responsible for ensuring that records are kept and that relevant actions are undertaken.

Staff

All adults working at Mill Rythe Infants (i.e. Teachers, Teaching Assistants, Office and Site Staff, Governors, Volunteers, visiting staff from other agencies) are expected to model the behaviour we seek to foster in our children at all times.

Although it is the responsibility of the class teacher to ensure that their class follows the school expectations of behaviour and that the children are working to the best of their ability, behaviour is a whole-school responsibility in which all should feel supported. Staff are able to consult with:

- Each other
- The Senior Leadership
- The SENCo
- The Inclusions Team
- External support agencies following the direction of the Head Teacher

Pastoral care (looking after the personal and social wellbeing of children) is the responsibility of all staff but the class teacher in particular will build an understanding of and relationship with each child, thus developing an awareness of individual barriers.

Inclusions Team

Early identification of pupils who are experiencing and presenting with difficulties enables children to be internally referred as necessary to the SENCo and Inclusions Team or Senior Leadership Team. If appropriate, they will support and take a larger role in planning provision to meet the pupil's individual needs and reduce barriers, ensuring pupil's wellbeing takes priority.

Parents and carers

We aim to work collaboratively with parents and carers towards the best interests of their child, including expecting parents to support their children in following our values of **safety, honesty, community, resilience and kindness**. It is essential to have an open dialogue with parents and carers if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions in response to unacceptable behaviour by a child, parents and carers should support the

actions of the school. However, if a parent or carer believes a sanction is unjust, they should feel they can discuss this by appointment with the Class Teacher or Head Teacher.

Behaviour policy implementation	
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The principles and strategies by which our Behaviour Policy is implemented are described below.

Engagement

Engagement of staff, parents/carers, Governors and pupils is sought through

- Induction and refresher training to staff and volunteers which includes a briefing on the Staff Code of Conduct and Behaviour Policy
- Class discussions around the agreed non-negotiables within the classroom to ensure all learners have a shared understanding of expectations
- Engaging parents through weekly newsletters, behaviour and conduct surveys, open mornings, parent volunteer opportunities, sharing open praise and successes

Practical approaches

Daily

- Positive and public praise
- Visit to another member of staff to share their success
- Copies of successful work or learned strategies sent home
- Class Dojo recognition, linked to our school values and classroom behaviours
- Stars in the jar whole-class reward. For each 50 stars that are earned a whole-class reward may be chosen by the children.

Weekly

- Each week children from each class are chosen to receive a certificate as part of our Golden envelope assembly. This reward can be linked to effort, academic achievement or demonstration of our school values.
- Each week children from each class are given an invitation to lunch with the Head Teacher where they will share their successes, learning and given the opportunity to suggest school improvements. This reward can be linked to effort, academic achievement or demonstration of our school values.

Addressing inappropriate behaviour	
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At our school, we recognise that children are always learning, and mistakes are a natural part of their development. They are influenced by a variety of factors, some of which we may not fully understand. That is why we are committed to building strong relationships with our pupils from the very beginning, guiding them to make the right choices. However, when mistakes happen, we believe in

correcting behaviour with kindness. If a child does something wrong, our goal is to help them make it right.

What are Natural, Logical and Protective Consequences?

Natural Consequences are the consequences that will naturally happen without anyone else having to do anything. So, for example, if a child chooses to throw food in the lunch hall, the natural consequences of this may be:

- They have less food to eat.
- The other children sitting around them won't want to sit next to them again.
- The floor will be slippery and they are more likely to fall over when they move about.

Logical Consequences are the consequences that make logical sense to 'put right' the inappropriate behaviour. So, for example, for the child throwing food in the lunch hall, the logical consequence may be for them to have to help clean up the food they have thrown.

Protective Consequences are the consequences that may have to be used if the inappropriate behaviour is repeated or has a more detrimental impact on the wellbeing or learning of themselves or another person or if property is damaged. So, for example, if the child throwing food does not learn from the restorative conversation and logical consequences of their actions and they continue to throw food, a protective consequence may be introduced and this could include the child having to eat lunch separately for a fixed period of time.

Consequences for Inappropriate Behaviour

Wherever possible, consequences should be 'logical' (i.e. they should be relevant to the behaviour seen and address this). Consequences should be applied consistently and fairly, always with the intention of helping children reflect on their behaviour and make better choices in the future. Before a child is given a consequence, a process of reminders and warnings is used to support the child in making the right choices.

Reminders and Warnings:

- Visual or physical reminder – e.g. a 'look' or hand on the arm of the child to let them know their behaviour has been seen and needs to stop.
- A verbal reminder – For example 'Josh, remember our expectations. I expect you to show respect and listen when I am speaking. If you want to speak to me about something, I will come and speak to you when I have finished the input.'
- A verbal warning – 'Josh, I have made the expectations clear, you need to pay attention when I am speaking. If these reminders and warnings are not enough to modify the child's behaviour, a consequence may be needed, these could include:
 - Hurting someone - If a child engages in unsafe behaviour during playtime for example, they may not be allowed on the playground for a specific period of time. They will still have a break but in a different environment. This would be both a logical and a protective consequence.
 - Not finishing work - Incomplete work must be completed in the child's own time, either during school hours or at home. This is a logical consequence.

- Disrupting a lesson - If a child is stopping others from learning, they will be asked to continue their work in a partner classroom. If they refuse to engage, the matter will be escalated to the Senior Leadership Team (SLT), and they will complete the work in their own time. These are both logical and protective consequences.
- Racist behaviour - A first offence will result in education on the impact of racism. This is a logical consequence. A second offence will involve a meeting with parents, and the child will be moved away from their current environment. This is a protective consequence.
- Football or sport-related incidents - If a child causes a problem while playing football, they will lose the privilege of playing for an appropriate period of time. Repeated offences will result in progressively longer bans (two weeks, three weeks, and so on). This is a logical consequence.
- Intentionally damaging school equipment or property - they may no longer be allowed to use that equipment or property. This is a protective consequence.

Physical Intervention

On rare occasions, it may be necessary for some adults within school to use physical intervention to keep children safe. This is allowed in law under Section 93 of the Education and Inspections Act 2006, however, it will only be used as a last resort to maintain good order and discipline. More details on how and when this may be used and the processes involved can be found in our Restrictive Physical Intervention Policy 2026. This ensures that staff are equipped to maintain a safe and supportive environment for all pupils while respecting their dignity and well-being.

Highly Inappropriate (or Crisis) Behaviour

As detailed in the introduction to this policy, the main strategies for addressing inappropriate behaviour will be enough to guide and support the vast majority of children. However, there are some children for whom this may not be enough at times. These children may occasionally display behaviour which is highly inappropriate (or crisis behaviour). This means that the behaviour may be dangerous to themselves or others; may be regularly repeated over a short period of time; may disturb the learning of other children or may cause significant damage to property and equipment. This highly inappropriate (or crisis behaviour) will need addressing differently in order to protect both the child themselves and the wider school community.

Highly inappropriate (or crisis) behaviour may include:

- Repeated and prolonged disruption of other children's learning
- Significant or planned physical violence to other children or adults
- Bullying
- Putting themselves or others in danger (e.g. setting off the fire alarm, bring something inappropriate or unlawful into school, using an object as a weapon when hurting someone else)
- Repeated sexually inappropriate behaviour or sexual violence
- Significant damage to the school environment

Logical consequences in these circumstances might not be appropriate e.g. saying sorry for deliberately and significantly hurting someone else may not be enough to protect the other person and teach the child themselves the seriousness of their actions. In these circumstances, the school

may move straight to protective consequences and may apply the following measures as is needed and proportionate to keep everyone safe:

- Removal from break times and lunchtimes (this may include a rota or outright ban from these times)
- Internal seclusion
- Fixed-term exclusion - see separate policy on suspensions and exclusions
- Permanent exclusion - see separate policy on suspensions and exclusions
- Alternative provision (education offsite at another school or provider)

During one of these consequences, children will be asked to complete some reflection or restorative work – the idea being to support them to make better choices in the future.

If children have had to receive these additional measures, then the inclusion team at the school will review the provision in place for the child and decide on next steps. These may include:

- Reviewing wellbeing needs and provision, including considering whether the child needs the ELSA (emotional learning support assistant) or counselling.

- Reviewing SEND needs and provision, including:

- o Considering additional aids in the classroom (e.g. visual timetables, now and next boards, wobble cushions, ear defenders)

- o Considering sensory breaks (The expectation is that if a child is taken out for a sensory break, they complete an approved sensory activity and then catch up on their learning at an agreed time)

- Breaktime provisions
- Reach2Teach Materials - these allow us to review the provision in place for the child and consider what other support could be offered
- Zones of Regulation Support (<https://zonesofregulation.com/>)
- Individual Behaviour Management Plan and/or a Risk Assessment for the child
- Referrals (these could be for more specialist external support, e.g. from the HCC Primary Behaviour Service) By working together with the child's family to review the provision in place for these children and support them to better understand and be able to control their own emotions and behaviour, we will help to ensure the children are able to meet their own potential and flourish both as children and adults.

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Pupils with Special Educational Needs and Disabilities (SEND)

When a child is on the Special Educational Needs and Disabilities register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that

child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's IMBP.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Searching, screening and confiscating

School staff can confiscate or retain pupil's property. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. (See Appendix A for List of Banned items). When searching, screening and confiscating, this will always be conducted with at least two members of staff and always alongside a DSL and/or DDSL. Staff will never search a child physically.

Monitoring

The policy will be reviewed annually. In between these times, the Senior Leadership Team review the behaviour across the school; ensure the policy is being implemented correctly and consider if any adaptations are needed.

As part of the governor monitoring cycle the Behaviour Policy, violent incidents and physical intervention will be monitored as part of Safeguarding.

Details of behaviour incidents are logged onto our electronic system (CPOMS). This is a secure system which allows any adult to log a behaviour incident to that child's electronic record. The log alerts relevant members of staff so they are aware of what has happened. These logs may be used for example to track changes in a child's behaviour; look for evidence of bullying or report on the number of incidents seen across the school to the governors and local authority as and when needed.

The Governing Body is provided with a termly summary report of exclusions and suspensions, alternative provision, reduced timetabling and searches. Alongside this a summary of behaviour monitoring will be provided by the Head Teacher.

Restorative Follow Up

Following incidents of poor behaviour, it is imperative that the teacher or member of staff who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

- What happened?
- What were you thinking/feeling at the time?
- What have you thought since?
- How did this make people feel?

- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Links to other Policies

This policy should be read in conjunction with the following policies:

- Equalities Policy and Objectives
- Governing Body Statement of Behaviour Principles
- Health and Safety Policy
- Restrictive Physical Intervention Policy
- SEN policy and Information Report
- Suspension and Permanent Exclusion Policy

Appendix A: List of Banned Items

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought in to school. The list below is not exhaustive but is intended as a guide.

Sanctions in this policy may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. The school reserves the right to suspend in extreme cases, or when students or parents have received warnings about banned items.

1. FIRE LIGHTING EQUIPMENT

- Matches, lighters, etc

2. DRUGS and SMOKING EQUIPMENT

- Cigarettes, E-cigarettes etc
- Alcohol
- Solvents
- Any form of illegal drug
- Any other drugs except medicines covered by the Prescribed Medicines Procedure, including legal highs

3. WEAPONS and OTHER DANGEROUS IMPLEMENTS or SUBSTANCES

- Knives or blades, including pen knives, craft knives, razors
- Catapults or guns of any kind, including replicas and BB guns
- Laser pens and LED torches
- Studded arm bands, belts bracelets, etc
- Whips or similar items such as long chains
- Pepper sprays and gas canisters (e.g. CS gas)
- Fireworks or explosives of any kind
- Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)

4. Items related to appearance

- Make up
- False nails
- Hair extensions
- Eyelash extensions and false eyelashes
- Dyed hair other than natural colours

- Piercings other than one stud in an ear
- Tattoos

5. Other Items

- Any form of liquid based correction fluid
- Chewing gum
- Energy drinks/Fizzy, sugary drinks
- Large quantities of sweets, biscuits, crisps and other unhealthy items
- Offensive material (pornographic, homophobic, racist etc)
- Any aerosol (other than essential medication)
- Cameras
- Fitness trackers or smart watches
- Mobile Phones
- Tablets