Alton Infant School
Sowing the seeds of learning

Behaviour Management Policy.

Date approved by the Full Governing Body: - September 2026

Date of review: - September 2027

Our vision.

Alton Infant School is a Rights Respecting School and all are welcome, accepted and included. Through high levels of care and compassion, we aim to provide an education within which children flourish and thrive academically, emotionally and socially. Our vision is for teaching and learning to be an enjoyable, engaging and memorable experience so that children become happy, confident and creative learners. We believe that each child is unique and we aspire to unlock each child's individual gifts and talents.

Principles.

- To treat all members of the school community with the utmost levels of dignity, inclusivity, welcome, acceptance and respect.
- To create the best holistic learning environment through positive behaviour, teamwork and co-operation.
- To encourage and celebrate positive behaviour amongst pupils.
- To value each and every member of the school community as unique and take every opportunity to recognise individual characters, talents, skills and achievements.
- To manage low-level behavioural issues effectively and consistently throughout the school.
- To manage challenging behavioural issues diagnostically, effectively and consistently through interactions with the child and, if appropriate, parents and other support agencies, such as Primary Behaviour Support.

Our aim is to help children to become self-disciplined and take responsibility for their own behaviour. We focus on positive and acceptable behaviour and the personal fulfilment that this gives to the individual. The development of social skills, strong values and high self-esteem within a highly inclusive, accepting and compassionate school community underpin this policy.

As a Rights Respecting school children are taught to understand and respect the rights, dignity, values and beliefs of every individual, including themselves, following the principles based on the United Nations Convention on the Rights of The Child. This then fosters a culture of positive behaviour and a strong knowledge of each other's rights within the school community.

As members of the school community, pupils have a responsibility to make a positive contribution to the life of the school. In order to create a secure and positive learning environment for all, we expect the children at

Alton Infant School pupils try their very best to work and behave within the Learning Behaviour Values that also incorporate classroom and learning expectations (see below).

In order to enable positive behaviour, we therefore provide:

- A happy, safe, inclusive, and encouraging learning community.
- A learning community where individual character, giftings and talent are flourished and fully accepted.
- A school community in which we believe and articulate that all children are gifted and talented in their own unique and special way.
- Excellent adult and peer role models who are caring, compassionate, accepting, respectful and show co-operative behaviour.
- An engaging and enjoyable learning environment where individuals maximise their potential, skills and talents.
- Vision, ethos and values that promote, recognise and reward achievement and positive behaviour.
- Acceptance and understanding by all adults in the school of a common responsibility for maintaining positive behaviour and promoting this policy.
- A holistic education that provides children with the foundational life-skills of living well together, caring for others and looking after our local and wider community.
- A set of Learning Behaviour Values, in character form, that are consistently applied and understood by all adults and children in the school. These Learning Behaviour Values, also underpin the school's focus on positive and acceptable behaviour and are permeated through all the different areas of school life.

  The Learning Behaviour Characters are: -

  Curious Cat.
  Resilient Tortoise.
  Reflective Ladybird.
  Brave Spider.
  Concentrating Caterpillar.
  Considerate Hedgehog.

- A set of three simple classroom and learning expectations that are informed by and linked to the Learning Behaviour Values; particularly being 'like a Considerate Hedgehog when learning'.

  The classroom and learning expectations are: -

  Good sitting.
  Sit and stay where you have been told ready to learn.

  Good Listening.
  Listen to others and wait for your turn to speak.

  Good Thinking.
  Concentrate on your learning task and use your thinking skills to reflect on your learning.

- Other steps towards positive behaviour that are consistently used throughout the school are:

    1) Engaging quality first teaching that includes positive praise and is related to learning behaviours and classroom and learning expectations.

    2) Appropriate adjustments to meet the needs of a particular child or group of children.

    3) Consistent use of classroom management systems for positive reinforcement.

    4) Working with parents and engaging with outside agencies.

Reinforcement and Rewards.

We also base our approach to behaviour management on a range of rewards, which are given regularly, as we believe that the encouragement of desirable behaviour is an effective and positive means of behaviour management.

We use praise effectively by:

- Positive reinforcement and encouragement of good behaviour.
- 'Catching pupils being good'.
- Appropriate individual and class reward systems
- Celebration assembly awards.

Consequences and Sanctions.

Although we have a positive approach to behaviour management, we also believe that consequences and sanctions for negative behaviour are a necessary part of managing behaviour.

Low level behaviours.

These are behaviours that cause low-level disruption to other pupils and the teaching and learning within a classroom. For example, possible low-level behaviours could include: -

- Inappropriately calling or shouting out during a class lesson.
- Distracting others, resulting in the disruption of pupil learning.

Consequences for low level behaviours.

We use a consistent and stepped-up approach across the school to manage consequences for low level behavioural issues. These are:

1) *Spoken warning to the pupil.*

2) *Pupil's name on the classroom cloud and/or moved to a different space in the classroom.*

3) *Pupil moved to a different classroom for a set period of time.*

4) *Pupil loses some playtime, lunchtime, outdoor time or Golden Time.*

5) *Pupil has time with the Headteacher and contact is made with parents.*

More serious behaviour incidents.

These are incidents that are more aggressive both verbally and physically and can, and could, potentially cause damage or injury to adults or children. As a consequence of these incidents, pupils will be removed from the classroom, learning space or outside area into a safe space by a member of the Senior Leadership Team or those trained in the Team Teach behaviour management techniques. The removal of a pupil will be in line with the school's **Physical Restraint Policy**.

At Alton Infant School, we have a zero-tolerance approach to **child-on-child abuse, sexual violence and sexual harassment.** We are clear that child-on-child abuse, sexual violence and sexual harassment is not acceptable, will never be tolerated and that it is not an inevitable part of growing up.

For our school response to child-on-child abuse, sexual violence and sexual harassment between children, please see our Child Protection Policy and our Response to Sexual Violence and Harassment.

Exclusions.

Permanent exclusion or suspension for a fixed period of time will be used as a sanction in order to create a calm, safe and supportive environment where both staff and pupils can work in safety and are respected. Alton Infant School recognises that permanent exclusion or suspension for a fixed period of time are sometimes a necessary part of a functioning system where not all pupil behaviour can be amended or remedied by pastoral processes or consequences within the school.

A decision to exclude a pupil or suspend a pupil for a fixed period of time, will only be taken by the Headteacher or, in his absence, the Deputy Headteacher in response to serious breaches of a school's Behaviour Policy and/or if allowing the pupil to remain in school would seriously harm the education, safety or welfare of the pupil or others, including staff, in the school.

Types of circumstances that may warrant a suspension or permanent exclusion include: -

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

For further information please see our Exclusions Policy.

This policy also has links to the following policies: -

Child Protection Policy
Safeguarding Policy
Anti-bullying Policy
E-Safety Policy
Exclusions Policy
PSHE Policy
Relationship and Health Education Policy
Physical Restraint Policy

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