Bushfield Road Infant School Behaviour Policy

Policy date: November 2026
Review date: November 2027
Approved by: Governing body

This policy applies to all pupils at Bushfield Road Infant School. It covers behaviour in school, on educational visits and, where it affects the safety or wellbeing of pupils or the orderly running of the school, behaviour outside school.

It should be read alongside the school's safeguarding and child protection, SEND and inclusion, anti-bullying, online safety, and complaints policies.

Our approach

At Bushfield, our values are **Kindness, Teamwork and Curiosity**. We want every pupil to feel safe, valued and ready to learn. Positive behaviour is taught and practised; it is not simply expected.

Adults are responsible for creating calm, predictable classrooms and modelling the behaviour we want pupils to show. We use clear routines, positive relationships, encouragement and fair, proportionate consequences. We also consider what a pupil may be communicating through their behaviour and what support may help them succeed.

Expectations apply to all pupils. Where a pupil's SEND, disability, communication needs, age, developmental stage or circumstances affect how they meet those expectations, staff will consider appropriate support and reasonable adjustments. This does not mean accepting behaviour that puts others at risk.

What we expect

Pupils are taught and supported to:

- be kind and respectful to pupils and adults;
- listen, follow reasonable instructions and take turns;
- look after people, belongings and the school environment;
- use words and actions that help everyone feel safe;
- be curious, join in and try their best;
- ask an adult for help when they need it.

Staff reinforce these expectations through consistent language, explicit teaching and predictable routines. This includes teaching pupils how to move around school, listen during learning, use equipment safely, play together and resolve everyday disagreements.

Encouraging positive behaviour

Staff notice and describe positive behaviour, effort and improvement. They may use specific verbal praise, class reward jars, house points, Star of the Week and celebration of pupils' work.

Class reward jars are a shared class celebration. Staff explain the learning or teamwork behaviour being recognised and ensure that pupils are not blamed or punished as a group when an individual pupil struggles.

Rewards are used to encourage positive choices. They do not replace clear teaching, supportive relationships or appropriate responses to behaviour that harms or disrupts others.

Responding to behaviour that needs to change

Staff respond calmly, promptly and consistently. For lower-level behaviour, the usual steps are:

1.
Remind: Give a brief, clear reminder of the expected behaviour.
2.
Reset: Help the pupil to pause and return to the expected behaviour. This may include changing activity or space, taking a short supervised break, or receiving adult support.
3.
Repair or consequence: If the behaviour continues, or harm has been caused, use a fair and proportionate consequence. Where appropriate, help the pupil understand the impact of their actions and repair the harm.

Consequences must be connected to the behaviour where possible, explained in language the pupil can understand and followed by an opportunity to return to learning. Staff must not humiliate pupils, use sarcasm or threaten consequences they cannot apply.

A short reflection in another class may be used when it is appropriate and supervised. It must have a clear purpose, be suitable for the pupil's age and needs, and not become a routine response to unmet learning or support needs. Staff should inform parents or carers when a pupil is repeatedly sent to another class or a senior leader.

More serious behaviour

Serious behaviour includes, for example, violence, behaviour that causes or risks injury, significant verbal abuse, deliberate damage, leaving the school site without permission, or persistent behaviour that substantially disrupts learning or puts others at risk.

A senior leader will consider the circumstances, the impact on others, the pupil's age and understanding, any relevant needs or known triggers, and previous support or responses. The school may:

- separate pupils to keep them safe and establish what happened;
- contact parents or carers;
- provide a supervised period away from the usual class or activity;
- agree further support or an individual plan with the pupil, family and relevant staff;
- consider a suspension or permanent exclusion where the legal threshold and circumstances justify it.

A record should be made on the school's safeguarding or behaviour system, as appropriate. It should describe what happened, actions taken, decisions and reasons, who was informed, and any follow-up. Safeguarding concerns must be passed to the Designated Safeguarding Lead (DSL) without delay and recorded in line with the child protection policy.

Individual support and inclusion

If a pupil is finding it difficult to meet expectations, staff should first look at what can be improved in everyday classroom practice. This may include clarifying routines, adjusting the task or environment, checking understanding, supporting communication, or strengthening adult consistency.

Where difficulties continue, the class teacher will work with the pupil, parents or carers and, where appropriate, the SENDCo, pastoral staff and senior leaders to identify what is happening and agree a practical plan. The plan should set out:

- the behaviour or situation to address;
- the support and reasonable adjustments adults will provide;
- the strategies staff will use consistently;
- how the pupil will be helped to repair harm and return to learning;
- when the plan will be reviewed.

Support may include a pastoral plan, social or friendship support, additional adult guidance or advice from external professionals, with parental involvement where appropriate. Plans should be reviewed and changed if they are not helping.

Behaviour at playtimes

Staff on duty remind pupils of safe, kind play and help them resolve disagreements. Pupils may be asked to take a short, supervised pause from play if they need help to calm down or play safely. Staff should explain what the pupil needs to do to rejoin.

Aggression, threatening behaviour, dangerous use of equipment, leaving the site or deliberate damage should be referred to a senior leader. The incident should be recorded and parents or carers contacted when appropriate. Any restriction from play must be proportionate, time-limited and supervised; it must not be used routinely or as a substitute for support.

Bullying and harmful behaviour

Bullying and harmful behaviour are not accepted or dismissed as “banter”. Reports of bullying, discrimination, physical or sexual harm, abusive language or online harm must be taken seriously and acted on under the relevant school policy.

Staff should listen to pupils, protect anyone at risk, report safeguarding concerns to the DSL and record what happened and what action followed. The school will consider the needs and safety of all pupils involved and provide appropriate support. Parents or carers will be informed in line with safeguarding procedures and the circumstances of the incident.

Use of reasonable force and restrictive interventions

Staff should use prevention, calm communication and de-escalation wherever possible. Reasonable force may only be used in accordance with the law and the school’s positive handling policy, for example to prevent injury or protect a pupil or another person from immediate harm. Any action must be necessary, proportionate and the least restrictive available in the circumstances.

Only staff who are trained in the school’s agreed approach should use planned restrictive interventions. Any incident must be reported immediately to the headteacher or a senior leader, recorded in detail and handled in accordance with current statutory requirements, including informing parents or carers where required. The school will review incidents to consider pupil welfare, staff support and whether changes to risk assessments or support plans are needed.

A restrictive intervention must never be used as a punishment. Staff must follow the school’s positive handling policy and current Department for Education guidance.

Suspensions and permanent exclusions

Suspension and permanent exclusion are serious measures. They will be considered only by the headteacher, in accordance with current law and statutory guidance. The school will follow the required notification, education, review and appeal processes. An exclusion must not be informal or agreed verbally with parents as an alternative to following the formal process.

The school will consider the individual circumstances of the pupil, including SEND and disability, safeguarding concerns, the impact on others and whether appropriate support and adjustments have been made. The governing body carries out its duties in relation to exclusions as set out in law.

Behaviour beyond the school gates

The school may respond to behaviour outside school where it affects the safety or wellbeing of pupils, staff or the school community, or has a significant impact on the orderly running of the school. This includes relevant behaviour on the journey to and from school, during visits or online. Any response will be reasonable, proportionate and consistent with this policy and the school's legal duties.

Working with parents and carers

We aim to work with parents and carers early and constructively when behaviour is affecting a pupil's learning, safety or relationships. Staff will explain the concern, what the school has tried and what support or next steps are proposed. Parents and carers are expected to work with the school to help pupils understand expectations and make positive changes.

Recording and reviewing behaviour

The school records serious incidents, repeated patterns and relevant actions using its agreed systems. Records should be factual and clear, including the outcome of the incident and the reasons for decisions. Safeguarding matters must be recorded and managed through the school's safeguarding procedures, not treated solely as behaviour issues.

Senior leaders review behaviour information to identify patterns, check that the policy is being applied fairly and consistently, and consider whether changes to teaching, routines or pupil support are needed.

Policy review and communication

The headteacher will review this policy at least annually and recommend any necessary changes to the governing body. The school will publish the policy on its website and communicate it in writing to parents, staff and pupils at least once a year.