Swing Gate Infant School and Nursery

Behaviour Policy

June 2025

Approved by Swing Gate Governing Body: 10 July 2025
Review Date: July 2027

Contents Page

Aims

Legislation, statutory requirements and statutory guidance

Behaviour Principles

Roles and Responsibilities

a. All members of staff
b. Parents and carers
c. Pupils
d. Senior Leaders
e. Headteacher
f. Governors

Valued Behaviour

Detrimental Behaviour

Responding to detrimental behaviour
Responding to dangerous detrimental behaviour
Analysing patterns of detrimental behaviour

Reflect, Repair and Restore

Physical Intervention

Unforeseeable Behaviour

Relationship to other policies

Sharing our Behaviour Policy

Appendix

1. Examples of valued behaviours
2. Safe Handling

Aims

At Swing Gate Infant School and Nursery, our aim is to create a positive and safe environment that supports every child's social, academic, and personal development. We believe that behaviour is closely linked to feelings and experiences. Our goal is to teach kindness, respect, and safety in all interactions.

Behaviour Principles

These are the principles that underpin our behaviour policy. These have been agreed by the Governing Board at Swing Gate Infant School and Nursery.

1. **Positive Culture:** We aim to cultivate a school culture that prioritises emotional wellbeing and positive behaviour through strong leadership, a shared vision, and clear values.
2. **Communication:** Recognising that behaviour is a form of communication, our approach is non-judgmental and empathetic, focusing on understanding the underlying feelings and needs, as advised by the Department for Education's (DfE) behaviour guidance.
3. **Clear Boundaries:** Our simple rules are: Be Kind, Be Safe, Be Respectful. We provide a nurturing environment with clear expectations, and adapt our approach to meet each child's individual needs. This complies with the Equality Act 2010, ensuring reasonable adjustments for children with special educational needs (SEN) or disabilities.
4. **Individual Growth:** We acknowledge that children grow at different rates academically and emotionally. Our policies reflect the DfE's guidance on supporting emotional and behavioural development.
5. **Self-Regulation:** We employ various strategies, such as feedback and rewards, to help children learn self-discipline and build resilience, supporting the statutory guidance to foster pupil development.
6. **Equality and Equity:** We ensure that all children receive the resources they need to access learning and social opportunities, as required by the Equality Act 2010. Our policy addresses the need for additional support for some children to enhance emotional wellbeing and behaviour.
7. **Family and Community Engagement:** We actively engage with families and the community to provide consistent support for children. Parental involvement is crucial in promoting positive behaviour, aligning with statutory guidance on parental engagement.

Roles and responsibilities

All Staff:

- Interpret behaviour as communication and apply a consistent approach.
- Teach and model valued behaviours including discussions in assemblies and in the classroom.

- Maintain physical and emotional wellbeing and support colleagues.
- Partner with parents/carers to foster a supportive environment.
- Implement the policy consistently, as required by statutory guidance.

Parents and Carers:

- Understand and support the school's behaviour policy and adhere to the home school agreement and parent code of conduct.
- Inform the school of any changes at home that may affect behaviour.
- Promptly discuss concerns with teachers.
- Engage in school activities and culture, as encouraged by statutory guidance.

Pupils:

- Learn and take responsibility for their behaviour.
- Understand and practice valued behaviours.
- Know how to raise concerns or seek support, promoting self-advocacy and responsibility.

Senior Leaders:

- Support and train staff, ensuring they have the skills needed to implement the behaviour policy effectively.
- Analyse behaviour patterns and use data to inform improvements.
- Contribute to staff induction and development, ensuring compliance with statutory training requirements.

Headteacher and Governors:

- Review and approve the behaviour policy, ensuring it meets statutory requirements.
- Ensure staff understand and implement the policy effectively.
- Monitor the policy's impact and adjust as necessary, holding the headteacher accountable for implementation.

Valued Behaviour

Valued behaviour consists of actions that create positive experiences for oneself and others without causing negative feelings. These actions show care for the rights, feelings, and wellbeing of others.

At Swing Gate, we make it a priority to recognise and celebrate valued behaviour quickly and genuinely. Praise is a powerful tool because it is immediate and reinforces positive actions effectively. Some pupils may require more recognition due to their individual needs.

Examples of recognising Valued Behaviours (See Appendix 1 for a detailed list.)

Non-Verbal Recognition: Use gestures like smiling, nodding, or giving a thumbs-up.

Verbal Praise: Use positive phrases to acknowledge good behaviour.

Motivator activities: Use motivating activities for after individuals have completed an adult directed activity.

Structured Verbal Praise: Use a three-part approach—state the pupil's name, describe the positive action, and celebrate it.

Contact with Home: Inform parents about their child's positive behaviour through informal conversations, phone calls, or emails.

Celebration Awards: Use various forms of recognition such as Pot of Gold certificates, headteacher stickers, Pasta Points, and Lunchtime stickers.

It's important to tailor these strategies to meet each pupil's unique needs, especially for those with emotional, mental health, or special educational needs. This ensures that every pupil feels recognised and encouraged to continue displaying valued behaviour.

Detrimental Behaviour

Detrimental behaviour is defined as any action that causes harm to oneself, others, or property. This includes:

- **Difficult Detrimental Behaviour:** Actions that are challenging but not dangerous.
- **Dangerous Detrimental Behaviour:** Actions likely to result in injury to oneself or others, damage to property, or behaviour that would be considered criminal if the child were of the age of criminal responsibility.

At Swing Gate, we recognise that all behaviour is a form of communication. Pupils are always responsible for their actions, and it is the responsibility of adults to interpret these actions. We understand that behaviour is driven by thoughts and feelings influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need requiring further consideration.

Responding to detrimental behaviour

Staff are expected, encouraged, and supported to address detrimental behaviours themselves whenever possible. Examples include (but are not limited to) talking over instructions, passivity, not attempting work, interrupting peers, lack of care for equipment or the environment, and not following instructions. To maintain a consistent approach, we use a tiered system to respond to detrimental behaviour. Our aim is to promote valued behaviours and prevent detrimental behaviour by beginning with the first two tiers.

(This list is not exhaustive, or overly prescriptive, every child and case are different)

(The staff member 'first on the scene' will investigate each incident- any SEND or Social and Emotional needs will be taken into account in case adaptations are required)

	Behaviour Examples	**Intervention and strategies**
Stage 1	Minor disruptions Inappropriate talking or making noise Interrupting or calling out Failing to listen Pushing in the line	**Reinstate the valued behaviour:** Clearly and calmly explain what the pupil should be doing. **Non-verbal Intervention:** Move closer to the pupil(s), use simple hand gestures, and make eye contact while continuing to teach. **Proximal Praise:** Recognise and celebrate pupils who are following instructions. Use names and restate the specific valued behaviour.
Stage 2	Repeated behaviours of Stage 1 Leaving classroom without permission Disrupting own learning Rough play leading to hurting others or damaging property Inappropriate Language Continually invading personal space	Also including use of the strategies above, and in addition: **Staff member to check-in:** Ask questions like "Are you okay?" "What do you need?" or "How can I help?" during or immediately after detrimental behaviour. **Refocus:** Secure the pupil's attention, use their name, and restate the specific valued behaviour expected at that moment. **State the Obvious:** Use the pupil's name and calmly state what they are doing that is detrimental. Talk through school rules of being 'Kind', 'Safe' and 'Respectful' Consequence may involve a short period of time in another class or in calm corner within the classroom Staff member to log incident on CPOMs

Stage 3	*Difficult* detrimental behaviours, such as: Deliberately causing a disturbance Disruption to others learning General refusal to follow instructions Challenging Authority Withdrawal	Also including use of the strategies above, and in addition: *De-escalation Scripts***:** Use positive phrasing, e.g., "When you're ready, I will listen." *Limited Choices***:** Offer specific choices, e.g., "You can sit on the chair or the carpet." Disempower the Behaviour**:** Focus on others demonstrating valued behaviours. **Consequence:** Provide a consequence appropriate to the incident and the individual; it should be logical, meaningful, and purposeful, either protective or educational. **Educational Consequence:** Deployed following incidents or patterns of detrimental behaviour. Designed to secure behaviour change by teaching pupils about valued and detrimental behaviour. This may include social stories, rehearsing and practising behaviour, understanding and assisting with repairs, educational opportunities, and researching the implications of the behaviour. E.g. Discuss with the child what happened before, how they were feeling, the choice they made and other choices that were an option **Protective Consequences:** Necessary measures to manage the risk of harm, which may limit freedoms. Examples include ten minutes in another class, completing work in another part of the classroom, temporary increased staff ratio, or limited access to certain spaces like the main playground. **Inform Leadership:** If these behaviours are persistent and regular and inform the Headteacher, Deputy Head, or a member of SLT. Staff member to log incident on CPOMs
Stage 4	*Dangerous* detrimental behaviours including, but not limited to, throwing objects, furniture, assault on an adult or child with force	**Responding to Dangerous Detrimental Behaviour** Incidents, patterns, or one-off incidents of dangerous behaviour may require protective consequences to mitigate risk. In these cases, we implement some or all of the following strategies: **Separation:** From peers

		Access Limitation: To named areas of the school **Activity/Equipment Access:** Different from peers **Increased Supervision:** Ensure the safety of all by possibly asking others to leave the area or using safe handling strategies to remove the individual. See Appendix 2 for more information. **Leadership Involvement:** The consequence for significant dangerous detrimental behaviour is that a member of the Senior Leadership Team will be called or the individual will be sent to the Headteacher, Deputy Headteacher, or a member of the Senior Leadership Team. **This may result in one or more of the following:** ● A phone call and/or letter home ● An internal or external suspension ● Guidance from external agencies. ● In discussion with and agreement with parents, implementation of a reduced timetable. Staff members to log incident on CPOMs

Analysing patterns of detrimental behaviour

Teachers, working with Senior Leaders, are responsible for collecting and examining data about detrimental behaviour. When a pupil repeatedly shows such behaviour, the teacher will document these incidents using CPOMS. Repeated detrimental behaviour often signals an unmet need.

Staff members may:

- Analyse the behaviour patterns
- Identify factors affecting the child (like risks and protective influences)
- Explore why the behaviour occurs (sensory, emotional, social, or tangible reasons)
- Include input from the pupil and their family

May develop plans such as a Predict, Prevent, and Progress Plan or a Therapeutic Plan. These plans are shared with all staff who interact with the pupil to ensure consistency and parents.

After repeated incidents, the plan may be reviewed and updated to better support the pupil. Some children may need additional support from external agencies, such as Therapeutic Thinking, Dacorum Educational Support Centre (DESC), or the Speech Language Communication and Autism team.

Reflect, Repair and Restore

After an incident of difficult or dangerous detrimental behaviour, we aim to reflect, repair, and restore through restorative conversations. How these happen depend upon the child's age and cognitive abilities e.g. pictures or toys such as puppets may be used with very young or non speaking children.

These discussions are curious, not critical, and focus on:

- Understanding what happened and its impact
- Finding ways to repair any harm done
- Exploring the experiences, feelings, and needs of everyone involved
- Making plans to prevent future incidents

These conversations should happen when everyone is emotionally ready and as soon as possible after the incident. They help protect a child's emotional wellbeing and allow them to revisit the experience with new insights. Techniques may include social stories, puppets, or role play.

Typical questions for these conversations are:

- What happened? (Tell the story)
- Who was affected and how?
- How are you feeling?
- How can you help to make things right?
- What have we learned?
- What can happen next?
- What do others need?

Physical Intervention

Positive Physical Intervention

All staff at Swing Gate Infant School receive training in physical intervention to ensure that, where practiced, it is safe and appropriate. Staff will use positive physical intervention to support pupils, including in (but not limited to) the following ways:

- Open mitten (i.e. open hand with closed fingers) to guide a pupil to a safe area
- To give recognition, praise and/or to re-focus pupils e.g. by a high five or a tap on the shoulder
- To reassure a pupil if they are upset e.g. by sitting close/next to the child or offering an alongside 'supportive side hug'. Staff will not allow children to sit on their laps.
- Moving, handling and self-care (e.g. nappy changing). Some children will have individual care plans where procedures are clearly highlighted.

Restrictive physical intervention

Members of staff take steps in advance to avoid the need for restrictive physical intervention.

Appendix 2 demonstrates the hand shapes and contact staff at Swing Gate Infant and Nursery are trained to use.

Unforeseeable Behaviour

Unforeseeable behaviours are behaviours not covered by policy or never previously experienced. It would include situations where we would have to involve emergency services or specialist teams.
Detrimental behaviour incidents are recorded on CPOMS. In addition to this, if an incident results in an suspension or permanent exclusion, this will be recorded on Arbor. Racist incidents must be recorded in CPOMs. Parents will be informed as soon as possible after the incident by the member of staff dealing with it to ensure that as much information as possible can be given. This may not be straight away if that member of staff is engaged with the child. The local authority and safeguarding lead will be informed where necessary. The school refers all serious incidents of sexually inappropriate behaviour to the local children's social care services in accordance with safeguarding procedures. In rare situations where a child is in danger of causing significant harm to themselves or others, police may be called.

Relationship to other policies

The Behaviour Policy is linked to, and is to be read in conjunction with, these other Swing Gate Infant School and Nursery policies:

- Child Protection Policy
- Inclusion Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy
- Home School Agreement
- Staff Code of Conduct
- Teaching and Learning Policy
- Marking and Feedback Policy
- Parent code of conduct
- Reducing the need for physical intervention
- Suspension and exclusions

Sharing our Behaviour Policy

This policy is shared annually, in writing, with parents and carers and all staff.

Appendix 1: Valued Behaviours

In class	Around the school	On the playground
Asking questions Listening when others are speaking Managing distractions Trying your hardest Sharing ideas Joining in Collaborating with learning partner Legs crossed and hands in lap on the carpet Using equipment safely Get a tissue for someone who is crying Resetting resources Monitor roles assigned by class teacher	Walking Looking where you are going Staying in your line and watching what is happening Saying hello/good morning/good afternoon Saying please and thank you Saying excuse me when you need to get through or want someone's attention Knocking on a door before going in (office/staff room/another class room) Flushing the toilet and washing hands, leaving the floor tidy	Asking others to join in Asking if someone is feeling okay Taking turns Helping to reset resources Using equipment safely Keeping our equipment inside our playground Listening to adults Listening to friends Saying 'Stop I don't like it.' If someone is doing something you don't like Telling an adult if you see unkind or unsafe behaviour Sharing Lining up when the bell rings Walking away/Taking a deep breath/Getting some space and air if a game is going wrong/you feel angry

Appendix 2: Moving and Handling Strategies

Restrictive physical intervention
Members of staff take steps in advance to avoid the need for restrictive physical intervention.

These pictures demonstrate the hand shapes and contact staff at Swing Gate Infant and Nursery are trained to use.

	The 'open mitten' and 'open mitten guide.' This is used to guide children away from a situation where there is risk of harm to themselves or someone else. The thumb remains extended and never folds around the child's arm. The child's arm (above their elbow) fits between the flat side of the fingers and the thumb.
	The 'closed mitten guide' will be used to escort a child away from a situation where there is risk of harm to themselves or another child/children if the child's arms are flailing this can help them feel secure - see below supportive hug.
	The supportive hug can be used to help move a child or to reassure. This is a safe form of appropriate physical contact for when a child is upset, distressed or hurt.