

Hassocks Infant School

Behaviour Policy



★ Explore ★ Respect ★ Flourish

Date policy agreed:	June 2025
Date policy to be reviewed:	June 2029
Responsibility:	Head Teacher

Document History

Date	Version	Amended By	Comment (e.g Reason for version change)
May 2024	2.0	ABH	Previous behaviour policy replaced with current version. Policy to be shared with staff and reviewed Summer term. To be implemented fully from Autumn 2024.
July 2024	2.0	ABH	DfE guidance on searching, screening and confiscation added to policy. DfE guidance on behaviour outside of school premises added.
July 2025	2.0	ABH	Planned review. Reference to separate outdoor charter removed from policy.

Appendices:

- Appendix A: Our blueprint for behaviour
- Appendix B: Home-school contract
- Appendix C: Exemplar class charters
- Appendix D: Restorative conversations
- Appendix E: Templates for certificates and awards

Introduction

At Hassocks Infant School, we understand that the answer to positive behaviour lies in the ability of adults to deliver behaviour practice that is simple, highly effective and consistent. This consistency is a base on which to build authentic, exciting behaviour practice.

To encourage and reinforce good behaviour, we will endeavour to provide a calm and friendly atmosphere throughout the school.

Aims

- ☆ To create a culture of exceptionally good behaviour: for learning, for community and for life.
- ☆ To ensure that all learners are treated fairly, shown respect and promote good relationships.
- ☆ To help learners take control over their behaviour, show self-discipline and are responsible for the consequences of it.
- ☆ To build a community which values kindness, care, good humour, good temper and empathy for others.
- ☆ To promote community cohesion through strong relationships.
- ☆ To ensure that excellent behaviour is a minimum expectation for all.

Our Core Values

- ☆ All children have the right to learn and play in an environment in which they feel safe and secure.
- ☆ All teachers, support staff and lunchtime staff have the right to be treated with respect by both pupils and parents / carers.
- ☆ All children will be treated fairly and equally by all staff.
- ☆ All incidents will be dealt with fairly and consistently.
- ☆ All children will be taught our school rules and to understand these. Our school rules will be displayed in classrooms and throughout the school and modelled by all members of our school community.

Our School Rules

Our school has three, very simple school rules:

- ☆ We are **ready**
- ☆ We are **respectful**
- ☆ We are **safe**

Our rules are designed with the philosophy of: *“treat other people as you would like to be treated yourself”*.

Our school rules aim to teach children that they should be ready to learn, respectful of the people and environment around them and to ensure that they are keeping themselves and others safe. Our school rules provide guidelines for promoting a good working atmosphere and positive relationships, ensuring that everybody can fulfil their roles in our school.

Our school rules can also be used as question prompts to scaffold children’s understanding of positive behaviour in our school:




- ☆ Are you ready to...?
- ☆ Are you being respectful?
- ☆ Are you being safe?

Within classes, there are regular discussions about what our rules mean and what these look like in our school. At the start of each school year, each class will spend some time exploring the rules and will create a “class charter” which is displayed in each classroom.

All school staff (teaching and non-teaching staff) are responsible for ensuring that the children understand and follow the school’s rules. Individual teachers and learning support staff are responsible for the behaviour of the children in their care.

Hassocks Heroes

Our school heroes help children when thinking about our school rules and being a good learner.

		
<p>Ready Rex I am ready to learn. I have got everything that I need. I try my best.</p>	<p>Respectful Rabbit I have lovely manners. I treat everyone with kindness. I respect other people’s differences. I look after our school environment. I listen carefully to others.</p>	<p>Safe Spike I use kind words and actions. I tell a trusted adult if something is worrying me. I keep our school environment tidy and safe.</p>

Expectations of Staff

All adults in school are responsible for promoting positive behaviour. Any staff member should follow this policy when behaviour that does not match our expectations is observed: “*what you allow is what will continue*”.

We expect every adult in our school to:

- ☆ Smile and greet the children.
- ☆ Always refer back to our school rules – Be ready, be respectful, be safe. It should be a mantra and cascade through everything that we do.
- ☆ Treat all children **fairly** and **consistently** *, with **respect** and dignity.
- ☆ Find out what makes our children feel important, valued and like they belong.
- ☆ Reward children for going “over and above” expectations, not simply meeting them.
- ☆ Show children and adults that their actions, ideas and experiences have real value. “Catch the good”.
- ☆ Celebrate achievements.
- ☆ Have fun with the children – make them feel valued and part of our school community.
- ☆ Plan learning opportunities and lessons that engage, challenge and meet the needs of children

- ☆ Look beyond the behaviour and view it as communication. There may be an underlying reason. Appropriate ways of communication can be taught but this may take time.
- ☆ Follow up every time, retain ownership and engage in reflective, restorative dialogue with children.
- ☆ Never ignore or walk past children who are not behaving in line with our expectations.

Consistency

At Hassocks Infant School, we are consistent in our expectations and management of behaviour:

- ☆ **Consistent language, consistent response:** simple and clear expectations reflected in all conversations about behaviour.
- ☆ **Consistent follow up:** Never “pass” problems up the line of management, teachers and staff take responsibility for behaviour interventions. Staff may seek support but never delegate.
- ☆ **Consistent positive reinforcement:** routine procedures for reinforcing, encouraging and celebrating positive behaviour.
- ☆ **Consistent consequences:** defined, agreed and implemented at classroom level as well as established structures for more serious behaviour.
- ☆ **Consistent respect from adults:** Even when faced with behaviours which are disrespectful towards others.
- ☆ **Consistent, simple rules for promoting positive behaviour.**
- ☆ **Consistent models of emotional control:** staff to model emotional restraint and self-regulation strategies, not just teach it. All staff are to be role models for learning; learning alongside pupils.
- ☆ **Consistently reinforced routines for behaviour in our school:** We take time to teach routines and regularly revisit these.
- ☆ **Consistent Environment:** Our school environment consistently displays visual messages reinforcing our expectations for positive behaviour.

Our consistencies at Hassocks Infant School
<p>Daily “Meet and Greet” All children are greeted at the classroom door by their classroom teacher, Teaching Assistant or the adult who is providing cover for the class. The adult should greet each child in to the classroom. This may include a compliment or question.</p> <p>Children are expected to greet adults by saying good morning. Adaptations may need to be made to support individual children, for example some children may acknowledge an adult by waving or by showing a smile.</p>
<p>Lovely Lines At any times of the day where the children are required to line up, they should stand one behind the other, facing forwards, quietly. Staff are to encourage and praise children for their ‘lovely line’ and use the term as a prompt.</p>
<p>Wonderful Walking Everyone in school is expected to walk in and around the school. Staff are to encourage and praise children for their ‘wonderful walking’.</p>
<p>Calm Corridors When children are moving around school, staff are to use the term ‘calm corridors’ to remind children to be respectful to others who may be working nearby.</p>

We encourage the children to be polite towards others. Children will be praised for showing polite behaviours as they move around the school, for example:

- ☆ Stopping to let somebody else pass
- ☆ Holding a door open for somebody
- ☆ Greeting a visitor politely

Terrific Transitions

When children transition between lessons or activities within the classroom, they should do so quickly yet calmly. Staff will remind pupils of this using, 'Let me see a terrific transition'.

5, 4, 3, 2, 1...Show Me That You're Ready

When staff want the children's attention, they are to count down from five while wiggling their fingers as the children copy, then fold their arms on 'show me that you're ready'.

Lining Up Outdoors

1st Shake of tambourine – stand still and listen

2nd tambourine – follow up on instruction, e.g. tidy up play equipment

3rd shake of tambourine line up quietly and show us "lovely lines"

Expectations of Leaders

Leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children. We expect senior leaders to:

- ☆ Meet and greet children and families at the beginning of the day.
- ☆ Be a visible presence around the school to encourage appropriate conduct.
- ☆ Support staff in returning children to learning by planning or joining meetings and supporting staff in conversations.
- ☆ Regularly celebrate staff and children whose efforts go above and beyond expectations.
- ☆ Encourage positive, open and honest communication with parents.
- ☆ Ensure staff training needs are identified and targeted.
- ☆ Use data to target and assess interventions.
- ☆ Support teachers in managing children with more complex behaviours.
- ☆ Regularly review provision for children with SEND and additional needs.

Expectations for Parents

We expect every parent / carer to support the school's behaviour policy. They are expected to:

- ☆ Support the school's three rules:
 - Be Ready
 - Be Respectful
 - Be Safe
- ☆ Ensure their child attends school regularly, is punctual and properly equipped to learn (*children are encouraged to come in to school at 8.50am and are expected to be in their classrooms, ready to learn by 9am*).
- ☆ Contact the school to provide an explanation if my child is absent (*the school should be notified of any absences by 9.15am on the first morning of the absence and then subsequent mornings of absence*).
- ☆ Make sure that their child wears the correct school uniform, including PE kit when required.
- ☆ Encourage their child to always try their best.

- ☆ Let the school know about any concerns or problems that might affect either my child's ability to learn or their behaviour in school.
- ☆ Treat all members of the school community with respect and politeness, in person and online.
- ☆ Support the school's values and encourage a positive attitude towards school and learning.
- ☆ Support their child in their education by reading with them daily and completing home learning tasks.
- ☆ Attend parent consultation meetings, parent / carer workshops and performances.
- ☆ Get to know about my child's life in school: and, where possible, support school initiatives.
- ☆ Support the school in their efforts to create a caring and inclusive community which values children and their rights.

Class Charters

In the initial two weeks of each school year, children and staff will create a class charter which is displayed prominently in each classroom. Each class charter is based around the three school rules "Be ready, be respectful, be safe". The children and adults in each class sign the charter to show their agreement. The class charter should be regularly reviewed throughout the school year and at the start of each new half term.

Rewards

Rewards are given a much higher priority than consequences. Positive behaviour is noticed by all staff and consistently reinforced through regular praise and the use of rewards. Achievement should be celebrated in every classroom and by every adult in the school. Rewards should be achievable by all children.

We praise and reward children for positive behaviour in a variety of ways:

- ☆ **Verbal praise:** verbal praise is given regularly by all staff. This includes: teachers, senior leaders, teaching assistants, office staff, premises staff, midday meals supervisors and agency staff. We aim for verbal praise to be clear and sincere. We always try to link this to our school rules.
- ☆ **Hassocks Hero stickers:** Hero stickers are awarded for children consistently following our school rules.
- ☆ **Visiting the Headteacher or a senior leader:** Children can visit a senior leader or the Headteacher for praise and to celebrate positive behaviour.
- ☆ **Celebration Assembly:** One child from each class is selected for a Hassocks Heroes certificate. The certificate is taken home with the child to celebrate with parents.
- ☆ **Class Jar:** Pom-poms are earned by the class for positive behaviour and learning. They are issued by all staff in school and lead to a treat for the whole class, e.g. 10 minutes of extra playtime, extra PE or biscuits and squash.
- ☆ **Postcard or phone call home:** A child's achievements will be celebrated with parents / carers by sending a postcard home or making a phone call. Class teachers and senior leaders should aim to make one phone call or send at least one postcard each week.

Rewards must never be taken away.






Stepped Sanctions



While we will always look for the positive, we do recognise that at some point, sanctions may need to be used. The stepped sanctions below are used to reinforce our expectations for positive behaviour. The stepped sanctions are used to provide children with seven progressive levels of

consequence and provide opportunities for children to support themselves to “be ready, be respectful and be safe”. These steps are always delivered calmly by staff members.

At each stage of the stepped sanctions, children should be given “take up time” (processing time) to provide an opportunity for them to amend their behaviour. **It is not possible to leap or accelerate steps for repeated low-level disruption.**

Some children may need some additional support in monitoring and moderating their behaviour.

Sanction	Action
<p>1. Reminder</p> 	<p>We expect everyone to show positive behaviour and to access all of the rewards for following our school rules and values. This is exemplified by being ready, respectful and safe in their behaviour. Positive reinforcement will be used to praise children for following these rules.</p> <p>At times everyone might need a reminder of our expectations – this is a positive encouragement to follow the school rules and expectations. This will be in the form of a gentle but clear encouragement in the right direction and a reminder of our three rules – “Be ready, be respectful or be safe”. This should be delivered privately, where possible. Praise should be given to the child if they are able to model good behaviour as a result of the reminder.</p>
<p>2. Warning</p> 	<p>A clear verbal warning is delivered wherever possible, making the child aware of their behaviour and clearly outlining the consequences if this continues. Remind the pupil of positive behaviours they have displayed in the past to prove they can make good choices.</p>
<p>3. Calming time within the classroom</p> 	<p>Ask the child to move to a different space in the classroom / area you are working. Speak to the child away from others, reset the boundaries, ask the pupil to reflect on their next step, the pupil is given the opportunity to make the correct choice.</p>
<p>4. Calming time out</p> 	<p>Time out away from the distraction is necessary. The child will miss 5 minutes of their playtime or lunchtime and spend this time with an adult. Once complete, they will hopefully be able to show that they are ready to go back to stage 1.</p> <p>Using your professional judgement, a conversation with parents via a discussion at the end of the day or a phone call may be necessary.</p> <p>e.g. <i>I noticed that you...</i> <i>I noticed that you are throwing objects.</i> <i>One of our school rules is “be safe”.</i> <i>You now need to have some thinking time.</i> <i>I will speak to you in 5 minutes. (If outside, children should accompany an adult)</i></p>
<p>5. Follow Up / Repair</p> 	<p>Following time out, a restorative conversation must take place with the member of staff involved. Time should be given for the child to regulate, calm and “reset” before the conversation takes place.</p> <p>Agree any actions to follow up on this, e.g. creating a card to say sorry to somebody who has been upset, tidying away some resources which have been knocked over.</p>
<p>6. Escalation of time</p>	<p>If the behaviour continues, the child will speak to a member of the</p>

<p>out</p> 	<p>school's leadership team. The child will be given 5 minutes to think.</p> <p>Parents will be notified by the class teacher if this sanction is used.</p>
<p>7. Restorative conversation</p> 	<p>Senior leader to use restorative conversation.</p> <p>At this stage, a restorative action may be agreed, e.g. if a child has not completed their work, they may be asked to take this home to complete with parents, or if they have dropped litter then they may need to spend some time helping to pick this up.</p>

Some children may require additional support for their behaviour. The school follows the graduated approach. If the above sanctions have not been effective, the following actions may be considered:

- ☆ Observation of the child in class by a member of the school's leadership team / SENCo and an action plan to support the child
- ☆ An intervention to support behaviour
- ☆ A risk assessment with agreed actions to support positive behaviour
- ☆ A meeting with the child's parents
- ☆ A pastoral support plan (PSP)
- ☆ Home – school communication book
- ☆ A referral to an external agency, for example LBAT or the APC

Unacceptable behaviour which may result in an instant Time Out and an escalation of sanctions includes:

- ☆ Physically hurting another child or adult
- ☆ Persistently goading another child
- ☆ Using inappropriate language
- ☆ Taking property which does not belong to them
- ☆ Showing threatening behaviour
- ☆ Throwing equipment
- ☆ Damaging property and resources
- ☆ Stealing, including hiding another person's property
- ☆ Racist or derogatory comments (these must be recorded on CPOMs and reported to the Headteacher)

Please note that this list is not exhaustive.

Exclusions

In exceptional circumstances it may be necessary for a child to be excluded from the school. The Headteacher will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all of the circumstances, the evidence available and the need to balance the needs of the pupil against those of the whole school community. Internal exclusions may also be used. The school follows the DfE guidance set out in this document: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.](#)

Examples of behaviour which may warrant an exclusion include:

- ☆ Deliberately hurting another child or adult
- ☆ Repeatedly hurting another child or adult
- ☆ Deliberately damaging school equipment or property

- ☆ Bullying
- ☆ Persistent breaches of the school's behaviour policy
- ☆ Use of derogatory language or swearing

Please see the school's Exclusion policy for further information.

Positive Handling

At times it may be necessary to move a child to a safer area until they can calm and start to regulate their behaviour. The school ensures that a number of staff are trained in the Team Teach approach.

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

For further information, please refer to the school's Positive Handling Policy.

Off-Site Behaviour, Wraparound Care and Extra-Curricular Activities

Our high expectations for behaviour are maintained when children are off-site, such as during a school trip. The school will continue to follow this policy to support the children, as the environment and situation allows.

Our wraparound care provider and all extra-curricular clubs maintain the same high expectations of behaviour as we have during core school hours. The school will work closely with the wraparound care provider, Kudize to ensure that relevant information is shared to ensure that all children are well supported.

The guidance laid out in this policy will apply both inside school and out in the wider community, particularly if the child is dressed in school uniform. The school may apply this policy and consequences for misbehaviour outside the school premises, including conduct online that:

- ☆ Could negatively affect the reputation of the school
- ☆ Could pose a threat to another pupil, a member of staff or a member of the public
- ☆ Could have repercussions for the orderly running of the school or its reputation

Conduct outside the school premises, including online conduct, where a sanction may include misbehaviour:

- ☆ When taking part in any school-organised or school-related activity
- ☆ When travelling to or from school
- ☆ When in some other way identifiable as a pupil at the school
- ☆ That poses a threat to another pupil; or
- ☆ That could adversely affect the reputation of the school

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the anti-bullying policy.

Prohibited Items, Searching Pupils and Confiscation

Headteachers and staff authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited or dangerous item.

The Needs of Individual Children

Some children may require additional support to meet the school's behaviour expectations. This support should be given consistently, applied fairly and only when necessary.

We acknowledge that there may be times when our behaviour expectations may not work for all pupils and that some children may require different strategies and an individual approach. These should be discussed with the school's SENCo and SLT so that all pupils have a system which is motivational, realistic and achievable.

It is always our aim to work collaboratively with parents and families from the earliest stage in supporting children with behavioural and / or emotional needs. For children causing concern, this may involve informal discussions with parents / carers and teachers. Where children are presenting with more serious, challenging behaviours the school will arrange formal meetings with parents / carers which may involve the expertise of external agencies. The purpose of such meetings is always to establish the best way forward in the interest of the child. It is the responsibility of the parent to take the school's concerns seriously and attend meetings as requested.

Where necessary, support and advice will be sought from external agencies, e.g. Integrated Provision and Early Help, the Learning and Behaviour Team (LBAT), the Woodlands Meed SEND Alliance, the Alternative Provision Centre (APC), the school nurse or the Educational Psychologist (EP).

We are mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.