



Cotmanhay
Infant and
Nursery School

Behaviour Policy

Complete Revision

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Annual

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Jan 2026	KL/SD	No changes

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Cotmanhay Infant and Nursery School

Behaviour Policy

Last updated: January 2026

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Statement of intent

Cotmanhay Infant and Nursery School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response/entry.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, self-regulation, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour/appropriate choices.
- Challenging and disciplining misbehaviour/poor choices.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships and collaboration with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

This policy operates in conjunction with the following school policies:

- Pupil Behaviour Policy
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Physical Intervention Policy
- Complaints Procedures Policy

1. Roles and responsibilities

1.1. The governors have overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's **Complaints Procedures Policy**.

1.2. The Headteacher/DHT is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governors on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

1.3. The **Family Support Worker** is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENDCO, Headteacher/DHT and governors as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.

- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

1.4. The **SENDCO** is responsible for:

- Collaborating with the **governors, headteacher/DHT** and the **Family Support Worker**, and the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

1.5. Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the **SENDCO** and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: **SENDCO/headteacher/Family Support Worker**.

1.6. All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.

1.7. Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

1.8. Parents are responsible for the behaviour of their child(ren) inside and outside of school. School aim to work collaboratively.

2. Definitions

2.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

2.2. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

2.3. “Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

3. Effective classroom management

- 3.1. The school understands that well-managed classrooms:
 - Start the year with clear sets of rules and routines that are understood by all pupils.
 - Establish agreed rewards and positive reinforcements.
 - Establish sanctions for misbehaviour.
 - Establish clear responses for handling behavioural problems.
 - Encourage respect and development of positive relationships.
 - Make effective use of the physical space available.
 - Have well-planned lessons with a range of activities to keep pupils stimulated.
- 3.2. Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school rules. which require pupils to:
 - Conduct themselves around the school premises in a safe, sensible and respectful manner.
 - Follow reasonable instructions given by staff.
 - Behave in a reasonable and polite manner towards all staff and pupils.
 - Show respect for the opinions and beliefs of others.
 - Complete classwork as requested.
 - Show respect for the school environment.
- 3.3. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:
 - Classroom rules
 - Routines
 - Praise
 - Rewards

Classroom rules

- 3.4. Teachers establish classroom rules on an **annual** or termly if required basis in conjunction with pupils which define what is acceptable behaviour and consequences if rules are not adhered to.
- 3.5. Teachers ensure that classroom rules are always clear, comprehensive and enforceable.
- 3.6. Attention is given to how rules are worded – teachers ensure they use positive language rather than negative, e.g. “**I will** act respectfully towards my peers and teachers”, rather than “**do not** act disrespectfully towards your peers and teachers”. We encourage children to make good choices and understand what these look like.
- 3.7. Before committing to the classroom rules, teachers ensure that all pupils fully understand what they involve and what is expected of them.
- 3.8. Teachers explain the rationale behind the rules in order to help pupils understand why rules are needed.
- 3.9. Rules are placed on the classroom walls to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom, e.g. before any lesson activity. Clear expectations are set.

3.10. Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions / consequences that may be imposed.

Praise

3.11. The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

3.12. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance/resilience and independence are encouraged.

3.13. Teachers ensure that praise is not given continuously without reason and only when a pupil's efforts, work or behaviour needs to be recognised.

Rewards

3.14. The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation (individualised, when needed).
- **Fair** – making sure all pupils are fairly rewarded

3.15. The school uses three different categories of rewards – these are:

- **Social** – praise and recognition, e.g. a positive phone call / email / dojo message home.
- **Physical** – material rewards, e.g. prizes, stickers, medals or certificates.
- **Activity** – activity-based rewards, e.g. extra play, free time.

3.16. Teachers may implement different types rewards as they see fit with approval from the **headteacher**; however, as a general rule, the following rewards are used:

- Stickers
- Raffle tickets
- Certificates
- Positions of responsibility, e.g. School Council, Lunchtime Buddy, School Council
- Class celebrations

- Lucky dips
- Phone calls, dojo messages and emails home
- Extra play time, golden time
- Special privilege, e.g. non-uniform privilege, sports time

4. Positive relationships and approach

- 4.1. Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.
- 4.2. Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:
 - Welcoming pupils as they enter the classroom/meet and greet
 - Ensuring pupils understand what is expected of them.
 - Creating a positive environment where every pupil feels comfortable and respected.
 - Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
 - Engaging with pupils during lunchtime and breaktime.
 - Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.
- 4.3. Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:
 - Acknowledging and giving praise when a pupil demonstrates good manners.
 - Encouraging pupils to treat others with respect by modelling the desired behaviour.
 - Informing pupils of the importance of treating others the same way they like to be treated.
 - Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
 - Establishing a politeness policy to help pupils understand basic manners and respect.
 - Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.
- 4.4. The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.
- 4.5. The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

4.6. Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Talk Time with School Counsellor
- Sports/games time with SENDCO (based on child's interests)
- Positive classroom management
- Developing social skills
- Working with parents to support age appropriate expectations (with behaviours)
- Peer support

4.7. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

5. The classroom environment

- 5.1. In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.
- 5.2. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:
 - Seating those who frequently model poor behaviour closest to, and facing, the teacher.
 - Seating those who frequently model poor behaviour away from each other.
 - Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
 - Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- 5.3. Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.
- 5.4. Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.
- 5.5. Teachers establish different methods for regaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher.

6. Understanding behaviour

- 6.1. Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:

- Antecedent **(A)**: what happens before the behaviour occurs.
 - Behaviour **(B)**: the behaviour that occurs.
 - Consequence **(C)**: the positive or negative results of the behaviour.
- 6.2. Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.
- 6.3. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:
- What appears to be the underlying cause of the pupil's behaviour?
 - Where and when does the pupil display this behaviour?
 - What are the triggers / patterns of the behaviour?
 - What acceptable behaviour can the pupil use to ensure their needs are met?
 - What strategies can be implemented for behaviour change?
 - How can the pupil's progress be monitored?

7. De-escalation strategies

- 7.1. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:
- Appearing calm and using a modulated, low tone of voice
 - Using simple, direct language
 - Avoiding being defensive, e.g. if comments or insults are directed at the staff member
 - Providing adequate personal space and not blocking a pupil's escape route
 - Showing open, accepting body language, e.g. not standing with their arms crossed
 - Reassuring the pupil and creating an outcome goal
 - Identifying any points of agreement to build a rapport
 - Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
 - Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

8. Intervention

- 8.1. In line with the school's **Physical Intervention Policy**, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.
- 8.2. Physical restraint may be appropriate in the following situations:
- A pupil attacks a member of staff or another pupil
 - A pupil tries to, or does, conduct deliberate damage or vandalism to property
 - A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects

- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
 - A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
 - A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
 - A pupil is behaving a way that is seriously compromising good order and discipline
 - A pupil persistently refuses to obey an order to leave the classroom
- 8.3. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
- 8.4. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.
- 8.5. Any physical intervention used will be conducted in line with the **Physical Intervention Policy**.
- 8.6. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- 8.7. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher/SENDCO/Deputy Headteacher as to what behaviour constitutes for an exclusion.
- 8.8. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

9. Managing behaviour

- 9.1. Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a four-stage process for handling challenging incidents.
- 9.2. The **headteacher/DHT/SENDCO** will keep a record of all reported incidents to help identify pupils whose behaviour may indicate more serious problems/challenges.
- 9.3. After an initial incident of negative behaviour, the following sanctions are implemented:
- The **headteacher/SENDCO** investigates the incident and decides whether or not it constitutes as challenging behaviour.
 - If the **headteacher/SENDCO** deems the behaviour to be challenging, they will record the incident on the Behaviour Incident Sheet. The behaviour will also be recorded on the pupil's permanent record.

10. Staff training

- 10.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.
- 10.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 10.3. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme – this training is updated on an **annual** basis.

- 10.4. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- 10.5. All staff members are trained in the approved methods of physical intervention in line with the school's **Physical Intervention Policy**
- 10.6. All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.
- 10.7. At least one member of staff will know every pupil and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.
- 10.8. Teachers and support staff will receive regular and ongoing training as part of their development.

11. Monitoring and review

- 11.1. This policy will be reviewed by the **Headteacher** and **SENDCO** on an **annual** basis, who will make any necessary changes and communicate these to all members of staff.
- 11.2. This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is **January 2027**