



Yeadon Westfield Infant School

BEHAVIOUR POLICY 2025

Review 2026

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

This policy in conjunction with the Governing Body's Behaviour Principles and the school Anti-Bullying Policy set out our approach to supporting appropriate behaviour ensuring that Yeadon Westfield Infant School is a safe place to learn and grow.

At Yeadon Westfield Infant School we have high expectations of all children because we believe that good behaviour enhances educational and social opportunities and ensures that our school is a caring, safe and secure environment. We have systems in place for promoting good behaviour. It is teamwork and the commitment of all staff and parents/carers that ensures the success of this policy. Good relationships ensure that people can work together with the common purpose of helping everyone to learn.

Aims

- Everyone has a positive attitude to learning
- Everyone can work co-operatively with a sensitive regard to others
- Everyone understands and respects other people's views and values
- Everyone takes responsibility for their actions
- Everyone is aware of, and follows, the school rules

School Rules

At Yeadon Westfield Infant School we aim to SHINE

- Sit or stand up straight
- Hands folded or up to speak
- In our own space
- Noise level
- Eyes on the speaker or the board

It is essential that the children understand why these rules are important and that they apply throughout the whole school day including lunchtimes and playtimes. Our behaviour policy is based on a positive approach, where encouragement is the main strategy used to promote good behaviour.

We use many opportunities to praise children including:

- general praise given in class
- positive comments on written work
- being nominated as a Star of the Week
- an invitation to the Head teacher's tea party
- thirty minutes of Golden Time per week in KS1
- a recognition board for those children who are diligent and hardworking everyday
- positive notes for children who go above and beyond usual expectations

Classes also draw up their own class rules and may use Star of the Day, raffle tickets and table points.

For most of the children at Yeadon Westfield Infant School appropriate behaviour will be maintained by reinforcing rules and praising good behaviour. In cases where sanctions are employed, children must understand clearly why a sanction is being imposed and why their behaviour is inappropriate. This will involve children in KS1 speaking to a member of staff at lunch or break time. Children in EYFS will have time out immediately to ensure they understand that the sanction is related to their actions. Following any dispute or conflict, between children or a child and adult, restorative practices will be employed to ensure that positive relationships are re-established.

Everyone has the right to come to school and be safe and able to learn. Safety is paramount and if a child's behaviour endangers the safety of others, the member of staff may stop the activity and as a last resort a child may need to be positively handled out of the situation for a period. Any positive handling must be recorded on the appropriate form. Positive Behaviour Support Plans are devised to help a child with specific behaviour difficulties. They are tailored to meet the needs of the child and are always shared with adults from home and all relevant staff members so that consistency is achieved.

The role of the Inclusion worker

The role of the Inclusion Worker is to support all children and parents/carers in school as well as members of staff.

The role of staff

Staff work together to ensure that this policy is consistently applied. All staff should ensure that-

- children are aware and regularly reminded of school routines
- children receive regular praise as a response to good behaviour
- all relevant staff are aware of information related to a child's behaviour
- all disputes are resolved fairly
- children have the opportunity to voice their point of view
- parents/carers are informed of any significant concerns school have about a child's behaviour

The role of Parents/Carers

We expect parents/carers to work with school staff to address unacceptable behaviour, to encourage their children to follow the school rules and to reinforce their importance.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines. The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

In conclusion we expect every member of the school community [parents/carers, staff, governors, and children] to behave in a considerate way towards others. We treat all children fairly and apply our behaviour policy in a consistent way. We aim to help children grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of the school community. The school recognises good behaviour, as it believes that this will develop an ethos of kindness and cooperation. Our aim is to promote good behaviour, rather than merely deter anti-social behaviour.

Appendix 1: Inappropriate Sexual Behaviour

Children can develop sexual behaviour that is inappropriate for their age. Signs a child's sexual behaviour could be unhealthy or inappropriate include:

- showing sexual behaviour that's inappropriate for their age
- sexual behaviour that's becoming a compulsive habit or happening frequently
- behaviour using force, aggression, or pressuring others
- engaging in behaviour that upsets other children involved
- sexual interest in adults or children of very different ages to their own
- any sexual behaviour that's harmful to themselves or others.

Consideration must be given to the origins of harmful sexual behaviour displayed by a child, and the possibility that they themselves, may be at risk of actual or likely significant harm in their own right. This requires a holistic approach that recognises such children as having significant unmet needs and as potential victims, as well as children who display inappropriate and harmful sexual behaviour.

Where there are concerns about a child displaying inappropriate or harmful sexual behaviour, staff should consult with the safeguarding lead who will seek to establish:

- the context of the behaviour
- the nature of the behaviour – referencing details of the incident
- the details of those involved
- the context of the children involved

This will involve speaking to the child(ren) involved and to the parents / carers of each of the children with an awareness of the sensitivity of the conversations. As children under the age of 13 years old cannot legally consent to any form of sexual activity (Sexual Offences Act 2003) a child protection referral is required in all cases where this has occurred.

Appropriate consequences in school will be undertaken on a case-by-case basis, after full consultation with parents / carers.

Appendix 2: Behaviour Management Rationale at Yeadon Westfield Infant School

If we expect pupils to be kind, we need to be kind adults. If we expect pupils to be cooperative, we need to be cooperative adults. If we expect pupils to be responsible, we need to be responsible adults. Model, model, model.” – Lisa Romano, teacher
We have overhauled our behaviour system in the last few years. We have moved away from ‘traffic light’ systems – visually naming and shaming children which is common in many schools.

We believe in a positive approach and the use of instant sanctions when necessary. We want every child in KS1 to have their golden time on a Friday. Golden Time is 30 mins of activities in different areas of school. Golden time is a good way to build relationships and have a positive and rewarding time in class and this applies to all children including those with more challenging behaviour.

Pupils who are constantly living with a stressful situation may develop their reptilian brain and react in confrontational ways that reflect a flight-or-fight reaction. Educators often react to these confrontations by increasing the stress on the pupils. It can an unpleasant cycle for the pupil and the educator.

Model the behaviour you want to see. Be punctual, be enthusiastic, be kind.

Act as though children don't know how to behave and don't know any routines and make sure you explicitly teach these to them. Children love routines. They are safe, predictable, and secure. Children can take responsibility for their own actions and managing their own work.

Positively frame your rules for the behaviours that you want to see and display them clearly in your teaching space.

Seven Habits for Effective Behaviour Management

1. **Meet and greet at the door** - the best early intervention in behaviour management is at the door.
2. **Catch pupils doing the right thing** - nobody wants insincere praise, and it can be easy to catch children doing the wrong thing so develop the ability to catch those more challenging students doing the right thing.
3. **Deal with poor behaviour privately and calmly** - avoid as much as possible the public humiliation or public sanctioning of pupils
4. **Relentlessly build mutual trust** - the relationship you have with pupils sustains you and carries on into the future.
5. **Directly teach the behaviours and learning attitudes you want to see** - have a plan so that you know the behaviours you are trying to teach, and the pupils know what behaviours they are trying to learn.
6. **Talk about values** - never talk about behaviours in isolation - always relate them back to the culture you are trying to build and the values and truths you have as a class and as a teacher.
7. **Follow up follow up follow up** - teachers who follow up are the ones the children decide to behave differently for.

Recognise good behaviours you see in the classroom rather than the negatives. e.g. - thank you for tidying up your table so well.

Praise children in front of their peers.

It's easy to forget the good behaviour children demonstrate because we are focused on dealing with the challenging behaviours we see. We respond positively in an environment where we feel that we are noticed and valued and where people appreciate what we do. We respond warmly to eye contact, smiles and to people noticing and commenting on what we have done. All human beings want to be liked and respected by others and this helps to foster self-respect.

Recognising desired behaviours has a significant impact as children will get the recognition they rightly deserve. "Thank you for getting on with your work, you are making great progress. I'm so proud of you".

There are pros and cons to recognising pupils' efforts either publicly or privately. There is no clear 'right way' for any pupil, and this could vary for different year groups too. Various factors will come into play, such as whether individual students are introverts, extroverts, or easily embarrassed in front of their peers. Keeping the praise authentic, specific, and in proportion to what is being praised is important in all cases. When high-quality praising becomes a key ingredient of classroom culture, it becomes 'normal' in the pupils' eyes,

The use of the Recognition Board

Names go on the board to recognise learners who are demonstrating the desired learning attitude.

Names are never removed from the board. Learners who disrupt are dealt with privately.

Learners can nominate others to be put on the board.

The key is to generate peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name up.

Recognition boards need refreshing daily.

Learners are recognised for effort and not for achievement.

When everyone has their name on the board a collective 'whoop' is appropriate.

Use the recognition board to catch learners demonstrating the right learning persistently and relentlessly.

Positive Notes

Creating a strong culture of appropriate behaviour doesn't have to be complicated. As an adult working in school you can acknowledge those pupils who are diligent and hard-working every day. Building trust through positive relationships with a student can be simple; one way is the positive note.

When you give them the note to take home you are creating a moment in time that will be remembered, by you and them. The act of giving creates a marker that you can subsequently refer to as an example of the time when they needed to be acknowledged and how their appropriate learning behaviours helped create trust between you both.

When the note arrives home a second level of recognition occurs as parents talk of their pride and how well their child has done to receive the acknowledgement.

When the note goes public and appears on the fridge door the family get in on the act and provide further reminders for the pupil. 'You should be proud of your achievement!'

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The SENCO may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Restorative Practice-Questions to ask after an incident

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?