

New Invention



We can...we will...together!

Behaviour Policy

December 2025

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis unless circumstances require policy update in the interim.

The policy was last reviewed and agreed by the Governing Body on *09/12/2025*

It is due for review on *09/12/2026* (up to 12 months from the above date).

Signature Date

Headteacher

Signature Date

Governor

New Invention Infant School – Behaviour Policy

Policy statement:

This policy is based upon guidance provided by Walsall Council Inclusion Services and has been developed with children, parents/carers, staff, governors and support services who work with our school.

Policy scope:

This policy is for all staff, children, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to relationships and behaviour. It is expected that a consistent response is taken by anyone working in or with our school.

Policy Aims and Objectives:

The aim of this policy is to ensure a shared understanding, language and approach when talking about and responding to children's observable behaviour and relationships. The importance of a consistent approach, that is in accordance with relationship based and attachment aware approaches, is essential in order for children to feel and be physically and emotionally safe and secure positive outcomes regardless of their starting point or individual needs. Specifically this policy aims to:

- Ensure all children are physically and emotionally safe at school
- Develop children's self-awareness and ability to self-regulate
- Develop children's awareness of the needs and feelings of others and be able to maintain positive relationships with others

Policy links:

This policy relates to, and should be read alongside the following policies:

- PSHE Education Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- E-safety policy (including cyber bullying)

Roles and Responsibilities:

Promoting good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be good role models for our children as we develop their ability to become self-aware, self-regulate and consider the needs and feelings of others.

SENCo: Mrs Z Spencer

DSL: Mr A Craig

Wellbeing lead: Mr Craig

DDSLs: Mrs D Naffati, Mrs Z Spencer, Mrs L Westbury, Mrs S Davis

'Pieces of Me' including RSE lead: Mrs D Naffati

Attachment and Trauma Lead: Mrs A Hughes

The Role of Walsall Local Authority:

Walsall Inclusion Services provide a comprehensive training and support offer to Walsall schools to support them in supporting children in relation to their social, emotional, mental health and wellbeing. A self-evaluation audit is available to support schools to engage in an ongoing cycle of reflection and development in relation to safeguarding and SEMH. Our school continues to make use of this support offer and uses it to inform policy and practice.

Our Behaviour Expectations:

- Follow our school values; Integrity, Inclusivity, Collaboration, Tenacity and Ambition
- Treat each other as you wish to be treated with kindness and respect
- Work hard
- Listen to others
- Look after the school and everything in it

Approach:-

See tiered approach

In our school, we recognise the importance of a positive and caring school environment. We believe that teaching pupils the skills of naming emotions, self-discipline, co-regulation, co-operation, respect and tolerance are a key aspect of the curriculum to support our children on their journey to becoming emotionally intelligent and well-rounded people, equipping them with knowledge and strategies to support themselves and each other. We acknowledge that behaviour and attitudes are strongly influenced by home environments and peer groups, therefore, we seek to work together with parents as equal partners to achieve our aims. In our school, we recognise that problems are normal where young children are learning and testing the boundaries of acceptable behaviour. Our successful approach to behaviour is measured, not by the absence of problems, but with a positive approach to support both parents and children in our school community. This awareness of behaviour and changing the mind set of staff, parents and children has been developed further through engaging in the Walsall Virtual Schools 'Attachment and Trauma Aware Action Research Project'. Our aim is to be an attachment aware and trauma informed school through training, research and evolving practice.

Offer to all children –

Adults to teach feelings; model and how to name feelings appropriately through the development of the 'Pieces of Me' curriculum. To begin to teach children of this age the importance of feelings; what it looks like and feels like and develop strategies to co-regulate and regulate in response to these emotions.

- KS1 - All classes use a daily emotional zone to establish and identify feelings - adults will give children the opportunity to talk about their feelings. Nursery and Reception regulation, use of vocabulary Happy, not happy, sad when introduced followed by other emotions as they learn them through ELSA
- PACE approach – giving all children the opportunity to access a whole class approach to playful and fun regulation activities daily and throughout the school day. Children will co-regulate through building trusting relationships with adults. (See appendix 1 for PACE explanation). Playful regulation and brain breaks are recognised as just as important for children's wellbeing to prevent cognitive overload.
- All adults working in our classrooms have received 'Attachment and Trauma' and Emotion Coaching training through Team Teach training. This training has supported staff in confidence and understanding of behaviour in our children and parents. Everyone is valued. (Emotion coaching see appendix 2).
- Adults to co-regulate children – voicing their thinking and emotions, spotting the signs for them to visit classroom regulation station or basket (extra to the daily regulation activities).
e.g. I can see you are angry. I understand you don't like it when....happens. We need to think of ways to control our angry – how to be angry in the best way.
- Adults will model high expectations of behaviour and rules.
- A school that has a nurturing approach (see appendix 3. 6 principles of nurture)
- Some Restorative practice strategies are used which aim to reduce conflict and strengthen relationships with children, turning negatives into positives.
- A positive environment and ethos in our school recognised by Ofsted.
- Adults understand and enable strong relationships with children and know them well.
- Respect and consent is required from our children e.g. Children to say they are happy for an adult to help them if they have been hurt.
- Regular positive praise given when children make good choices – star of the week, stickers, visits to SLT for special sticker/prize and year group opportunities for 'Golden Time' at least twice per week – child voice to suggest Golden Time activities.
- Sing call and response to manage whole class behaviour and expectations e.g. who is ready?
- Calming music during lessons to create a quiet classroom.
- Promoting teamwork and co-operation:- marbles in a jar, help friend with a zip

Band 1 – Low Level Behaviour

What is it and what does it look like?

Fiddling, off task, consistently talking over teacher and peers, initial avoidance e.g. taking the longest way to complete what was asked, toilet fidgety, low-level unkind behaviour – I'm telling on you, shouting, telling tales or trying to gain any kind of attention.

What to do?

- Initially refer to the offer to all – Some strategies are in their infancy and monitoring them to see if they will have a positive impact on low-level behaviour in general. In addition, adult training will spot that attention seeking behaviour could be the signs for attachment seeking.
- Non-verbal cues, look, taking object gently away.
- 1:1 quiet calm chat about expectations and encouragement to comply
- Counting down to achieve request
- Ignore behaviour and comment on children around them making right choices e.g. well done you're sitting smartly.
- Adult-led advice to access regulation box/zone.
- 1:1 co-regulation
- Tasks need to be completed - 1:1 coaching with explicit simple instructions to support success.
- Remind children of previous achievements – promote the children to take ownership of their journey.
- Team them up with a good role model.

Band 2 - Persistent Low Level Behaviour

What is it and what does it look like?

As Band 1 but behaviours, happen frequently enough to disrupt their learning and the learning of others. Need to stop consistently to sort behaviour. It may include consistent anxiety and chewing too. One off incidents of swearing or hurting others etc.

What to do?

- Initially refer to Low level behaviour – band 1
- Concerns – 8 step plan (see appendix 4)
- Adults in classroom to unpick behaviour with questions and recording observations – What is behind the behaviour? What is the cause?
- Discuss with parents – What is the child like at home? Are there any concerns at home? Support parents by referring to emotional coaching or school nurse.
- Home link support to develop consistent partnership – reward cards, communication book
- Look at attachment styles alongside all other information to identify attachment style and implement suitable strategies to support them.
- 1:1 reward system for making positive choices.
- Additional opportunities for co-regulation and brain breaks to avoid cognitive overload.
- Chunking activities and task slicing to support child to succeed.
- Specific regulation tools for a child e.g. fidget spinner, chew band
- behaviour separate to the child
- social stories
- Small group interventions – pragmatics, little heroes, big heroes, Lego therapy, ELSA
- Build a bank of evidence on CPOMs.
- Seek support from SLT and colleagues – circle of adults meeting for all the school adults who are involved with the child to unpick triggers, settings, results meaning, plans for change, prevention and new skills.

Band 3 – SEMH needs/ Moderate Behaviour difficulties

What is it and what does it look like?

- Consistent difficulties of following age developmentally appropriate routines and expectations.
- Sustained difficulty in social interactions and relationships with adults and peers. This can result in social isolation or conflict. Always upset at lunchtime, always hurting other children, frequent swearing, fast switch of emotions, involved in frequent behaviour incidents during free time, consistent inappropriate behaviour at home and school.
- Unpredictable patterns of behaviour impacts on their learning.
- More common patterns of stress/anxiety which may be related to different times of the day
- Has a preference for their own agenda and struggles with self- control
- May have difficulties labelling emotions and managing emotions. They have persistent difficulties in self-regulating and may have anxiety and anger issues throughout the day.
- May leave the room themselves.
- Flight, fight, freeze or appease response

What to do?

- Initially refer to offer for persistent low-level behaviour.
- Seek advice from SENCO, DSL, Attachment and Trauma Lead.
- Possible referral to outside agencies e.g. EP and OT
- ADPR cycle
- Curriculum adaptation and flexibility to support personal success.
- Additional support and structure to free times of the day.
- Early Help may be needed at this point.
- Use of the thinking bench if a flight or fight response is persistent.
- Rewards with SLT to reinforce positive choices
- Designated key adult of their choice to go to.
- Close parental links and support to gain a broader picture and digging deeper into their behaviour and its meanings.
- Parent courses and training – emotional coaching for routines, boundaries and understanding the child)
- Outside support – play therapist, BCWA, Walsall Virtual Schools.
- Use of class telephones if immediate support is required.

Band 4 – EHCP / Complex behaviour, emotional and social difficulties.

What is it and what does it look like?

- Persistent continued significant levels of behaviour, social and emotional which are more complex in nature.
- Do not have social and emotional skills to cope in mainstream environment without adult support for a significant proportion of the school day.
- Significant and increasing difficulties of social interaction, communication and understanding which regularly affects their learning. (see Band 4 of Walsall getting It 'Right for SEND' guidance and banding document)
- Hitting, throwing objects, tipping tables, chairs and climbing on furniture
- Persistent swearing, screaming and shouting out.
- Putting themselves and others in danger.
- Sensory issues/ taking off clothing – vestibular, interoception and proprioception
- Sabotaging own work – scribbling over, ripping up work or resources.
- Deflection of self-esteem
- Smearing and purposeful defecation.
- Self-harm – head butting walls, stabbing pencils in parts of body.
- Flight, fight, freeze or appease response – running out of the room, withdrawal by hiding under tables or burying themselves under blankets.
- Unable to label emotions – heavy reliance on adult to stay safe, work and manage emotions.

What to do?

- See band 3
- Early identification.
- Training and support for staff.
- Outside agency involvement – EP, SALT, OT, CAMHs.
- Professional agency circle of adults – EP driven meeting for all the school adults who are involved with the child to unpick triggers, settings, results meaning, plans for change, prevention and new skills.
- SLT support for team-teach.
- De- escalation and distraction strategies.
- Safe space to release – positive activities for fight and flight response e.g. punch bag, spinning chairs, beanbags.
- Liaise regularly with SENCO, DSL and Attachment and Trauma lead.
- Regular high level of home school links and support.
- Play therapist.
- Individual Behaviour Plan.
- PEEP.

Beyond the tiered approach please see Temporary (suspension) and Permanent Exclusions procedures below

Temporary (suspension) and Permanent Exclusions

In our school we try everything we can to keep our children safe and to make the right decisions for them. Even in the most challenging circumstances our school will do all it can for children to remain in school being educated. Our school take a Graduated Approach to incidents and wherever possible these are dealt with between the Leadership team, teachers, support staff, the child and their family. As a caring school we know the impact any exclusion whether temporary or permanent has on a child and their family and will do everything to avoid this. The following are the steps our school will take if a severe incident or set of incidents occur and the Leadership Team need to consider a suspension or exclusion is necessary.

DfE *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* - This government supports Headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Suspension

DfE *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* - A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, Headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

Permanent Exclusion

DfE *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* - A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Reasons and Recording Exclusions

DfE *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* - The government trusts Headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy

- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Specific Procedure for Multiple incidents or a Single severe incident response if:-

A child or adult has been seriously injured as a result of a child or

A child continues to be so dysregulated they are risking their own safety or that of other children or adults

Senior leaders will take charge of the situation by choosing the most appropriate course of action in the moment; these may include:-

- removal of others from the space
- removal of the child if in a space of danger to self or others using Team Teach approach/ safe handling – all to be recorded on CPOMs
- child escorted using Team Teach approach/safe handling to the Sensory room if at all possible as this is a safe space with padding on the floor and walls to ensure safety of the child from self-harm, suitable adults to remain with the child attempting de-escalation, distraction etc
- all staff involved to CPOMs incident from their perspective
- meeting of Senior Leaders to debrief and discuss what will happen next using the DfE *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* document
https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf
- in the case of multiple incidents or a continuing picture Senior leaders ensure that the Behaviour Pathway has been followed and **ALL** available options have been exhausted or considered (e.g. change of support person, reduced timetable, CAMHs referral, Paediatrician referral etc)
- consult Chair of Governors, prepare a panel if intending to exclude
- notify the LA if an exclusion
- phone call to parent/s explaining the situation asking for an immediate meeting in school or telephone conversation with HT or in her absence a Senior Leader (if a child has a social worker or is LAC this must also include a phone call to the child's Social Worker)
- meeting or telephone conversation with parent/s to discuss the incident and to explain the school process for an exclusion, give the parent (or email) a letter (**Appendix 9**) outlining the reason for exclusion, the nature of it and the length of time it stands for, physical copy of the School Behaviour Policy and a copy of the latest DfE guidelines for parents
- work will be set for the child to do at home for up to 5 days and marked by the class teacher

Pedagogy around Behaviour

How to promote sharing (without taking)

This section has been included on the 17/11/2022 to the behaviour policy after staff attended CPD in child development. This is an important part of a child's development and can lead to conflict between children until their development reaches the point they are able to understand for themselves. Until they begin to understand aspects of object permanency (that an object continues to exist after it is out of sight and it will come back to them) and an understanding of time, children will not know how to or want to share. In addition, adults need to be mindful not to take an object from a child, without asking, when they are not sharing with other children as this is modelling that it is okay to take without asking. The following strategies are in place for adults to support children to learn how to share.

- Emotion coaching – I understand you do not want to give it up, maybe you can show them how to play with it.
- Adults role-play to model to them what to do.
- Lots of turn taking games.
- Distraction – turn it into a game.
- Constant reminders – don't forget you said you would give it to next.
- Sand timer – can physically see when the turn has finished.
- Practise saying – can I have a turn? My turn next?
- Offer alternative toy.
- Positive praise when they share.

How the school supports staff wellbeing, reflection and professional development:

The school recognises the need for sufficient staff support and training to implement the approaches outlined in this policy consistently. Staff are supported through a structured programme of CPD and have access to regular supervision to support them in meeting the social, emotional mental health needs of all children in school. All staff are now trained in 'Attachment and Trauma', with extra sessions planned for returning or new staff. Each classroom has a smaller version of our 'fight, flight, freeze and collapse' posters to support staff with how to handle children demonstrating these behaviours. There is an open door policy for staff wellbeing, to ensure support for the adults supporting children with complex behaviour. SLT will intervene to support complex children when required to do so, to support adult wellbeing. SENCO is the designated trained mental first aider who is always available to support staff who may be struggling. Classroom poster distributed by Attachment and Trauma lead as a home time checklist to remind staff to ensure they pause and reflect on the day (see appendix 6).

Practise and policy review:

- On an annual basis - to reflect on any updates in relation to evidence based practice and to respond to the changing needs of the school.
- Extra reviews during the year- in light of any incidents or complaints, which challenge the content and approach taken to ensure it remains fit for purpose and supports the aims and objectives.
- Next annual review to be completed for Autumn 2025.

Appendix 1 (Walsall Behaviour and Relationship Policy Guidance for Schools)

PACE stands for **PLAYFULNESS, ACCEPTANCE, CURIOSITY, EMPATHY.**

Playfulness – an open, interested, ready, calm, relaxed and engaged attitude

When children and young people laugh, giggle, and encounter humour, they can become less defensive and more reflective. Playfulness can help keep it all in perspective, as well as being used to diffuse a difficult or tense situation.

Acceptance – unconditionally accepting a child or young person makes them feel secure, safe and loved

Actively communicating to the child or young person that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour (as previously discussed as part of the 'iceberg' model). It is about accepting, without judgment or evaluation, his or her inner life, which 'simply is' - it is not right or wrong. The adult may be very firm in limiting behaviour while at the same time accepting the motives for the behaviour. Here it is important to separate the behaviour from the child or young person themselves.

Curiosity – without judgement, children become aware of their inner life

Curiosity involves a quiet, accepting and wondering tone that conveys a simple desire to understand the young person and the behaviour that has been presented: "What do you think was going on? What do you think that was about?" Curiosity allows the child or young person know that adults want to, and are attempting to, understand.

Empathy – a sense of compassion for the child and their feelings

Here, the adult highlights that he or she recognises how difficult an experience or emotion is for the child or young person. The adult stays with the child emotionally, providing comfort and support, and letting the child or young person know that they do not have to deal with the distress alone. Here, the adult also communicates strength, love and commitment, with confidence that sharing the child's distress will not be too much and that, together, they will get through it

Emotion coaching uses 4 main steps to support co-regulation and emotion management, each of which are detailed below.

Step 1: Recognising the child’s feelings and empathising with them – “Connect before Correct”.

- Genuinely empathise with the child or young person from their point of view
- Recognise all emotions as being natural and normal and not always a matter of choice
- Recognise behaviour as a form of communication
- Look for physical and verbal signs of the emotion being felt

Step 2: Validating the feelings and labelling them – “Name and tame”

- Use words to reflect back the child or young person’s emotion and help them to label the emotion
- Observe – say what you see rather than asking probing questions to which children and young people may not know the answer
- Show an understanding of the child or young person’s emotional situation

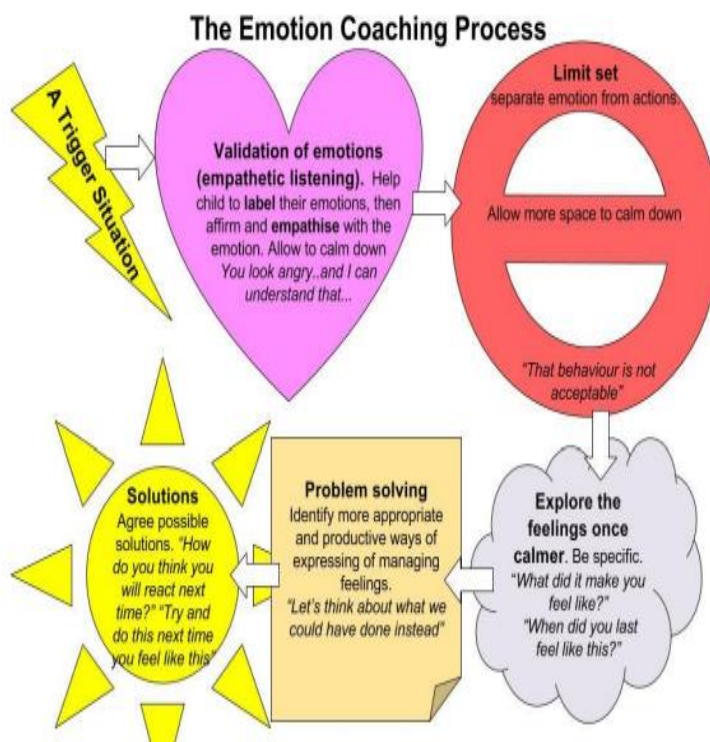
Step 3: Setting limits (if needed) “Rapport before reason”

- State the boundary limits of acceptable behaviour (positive limit setting)
- Set the social and emotional tone – not the adult reflecting back the anger or distress of the child or young person, but the child or young person being able to respond and reflect back the calm and empathic face of the adult.
- Make it clear that certain behaviours cannot be accepted
- Ensure the retention of the child or young person’s dignity. This includes a commitment to avoid shouting, ‘put downs’, criticism, threat or shaming, and endeavouring to support the child or young person in feeling calm, soothed and safe.

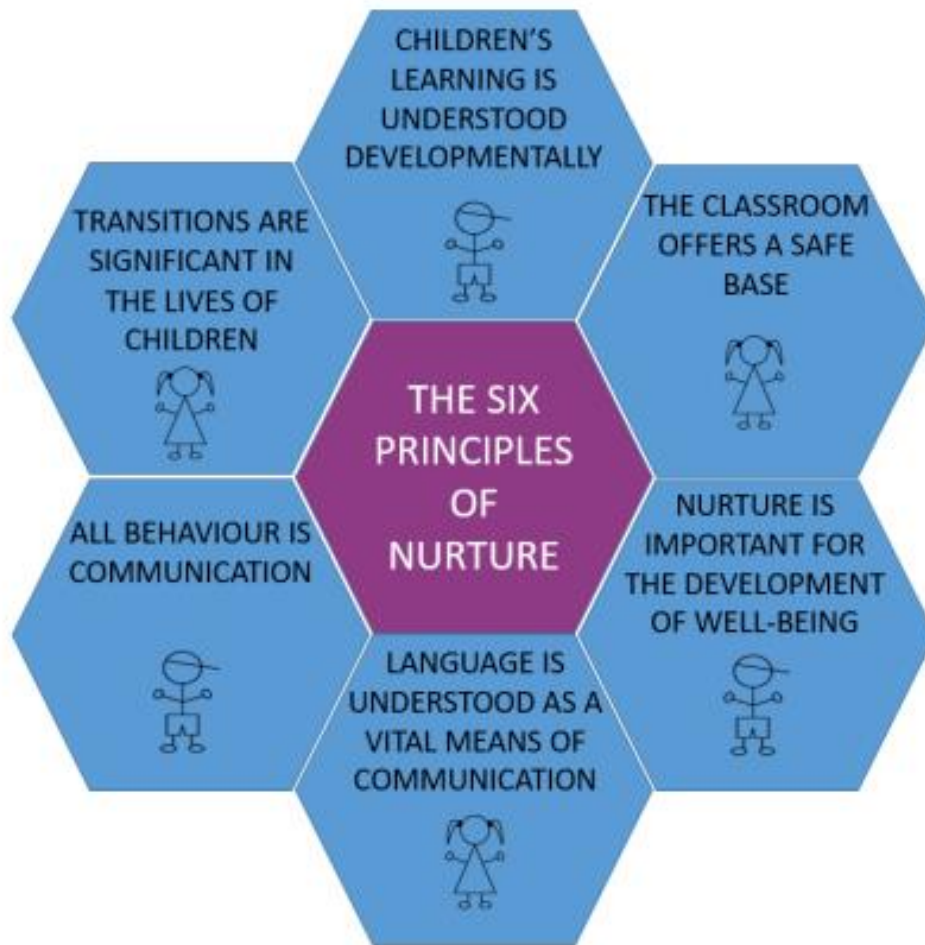
Step 4: Problem solving with the child or young person

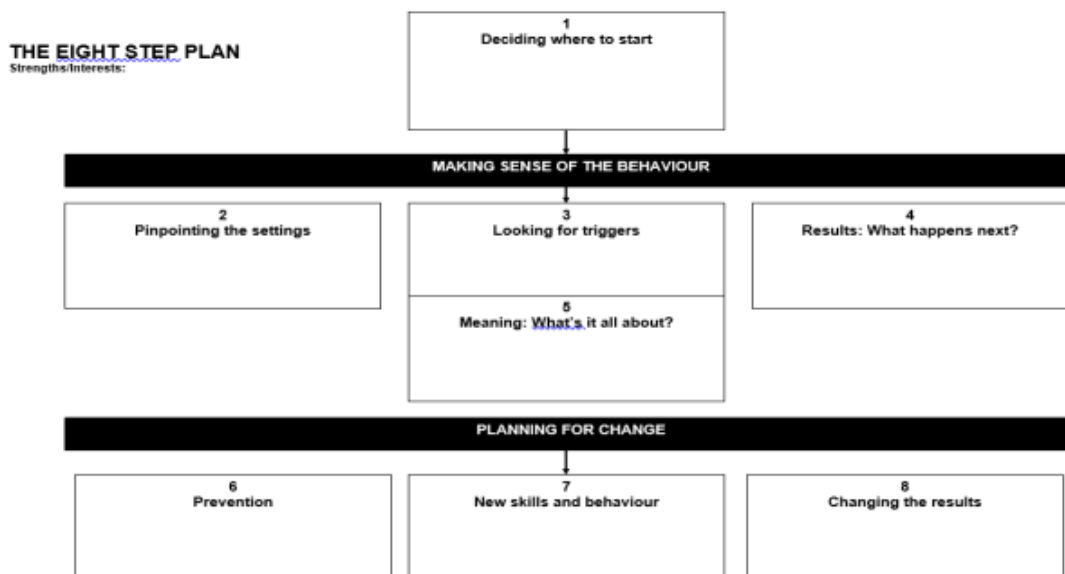
When the child or young person is in a relaxed, rational state,

- Explore the feelings that gave rise to the behaviour/problem/incident
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes
- Empower the child or young person to believe that s/he can overcome difficulties and manage challenging feelings/behaviour



Nurture





Step 1: Deciding where to start

This includes listing specific behaviours, which are of concern. Here, it is important not to describe the behaviour as 'violent' or 'aggressive', but important to be clear about what the behaviour actually looks like.

Step 2: Pinpointing the settings

This step encourages practitioners to keep a detailed record of the timing and frequency of behaviours for a period of 2-3 weeks. For this a behaviour frequency chart, or STAR chart, can be used (see appendix 5). It may also be helpful to think about the times when the behaviour does not tend to occur, allowing you to think about what it is within these instances, which supports the child/young person in being able to regulate behaviour.

Step 3: Looking for triggers

The behaviour frequency and STAR charts may support with this step, and may help to highlight different interactions, environments or stressors, which may act as a trigger.

Step 4: Results: what happens next?

Here, the focus is on what happens after the child or young person has displayed challenging behaviour.

Step 5: Meaning: What's it all about?

Now that the previous 4 steps have gathered information about the behaviour, it is time to try to make sense of the behaviour and explore what it is that it might be communicating, or what the child is gaining as a result of this behaviour. By trying to work out how the child sees, smells and understands people and the world around them, we can get a clearer picture of the function of the behaviour.

Step 6: Prevention

Once we have worked out why a behaviour is occurring, we can start to look at ways that it may be prevented in the future. Some strategies may work immediately and others may take longer to embed. These may include changes to the environment, reducing demands, increasing or reducing structure, reducing or increasing expectations, advanced warning and incentives or rewards.

Step 7: New skills and behaviour

The focus of this step is on helping the child or young person to learn new skills and encourage more acceptable or constructive behaviours. Here, it is important to focus not on what we want them to stop doing, but what we would like them to do instead, or on how we can replace the behaviour for a more desirable outcome. These skills may include increased communication skills, finding alternative sensory input, the ability to access safe spaces and enhanced ability to recognise and regulate challenging emotions.

Step 8: Changing the results

Now that exploration has been done in terms of what the behaviour looks like, why it may occur, how triggers can be avoided and new behaviours implemented, this step looks at how to change the results of and responses to challenging behaviour. A positive approach that motivates people to learn and make progress is rooted in the understanding that people need to learn to independently manage their own behaviour. However, this will take additional time and support for children to develop the skills and independence to be able to do this.

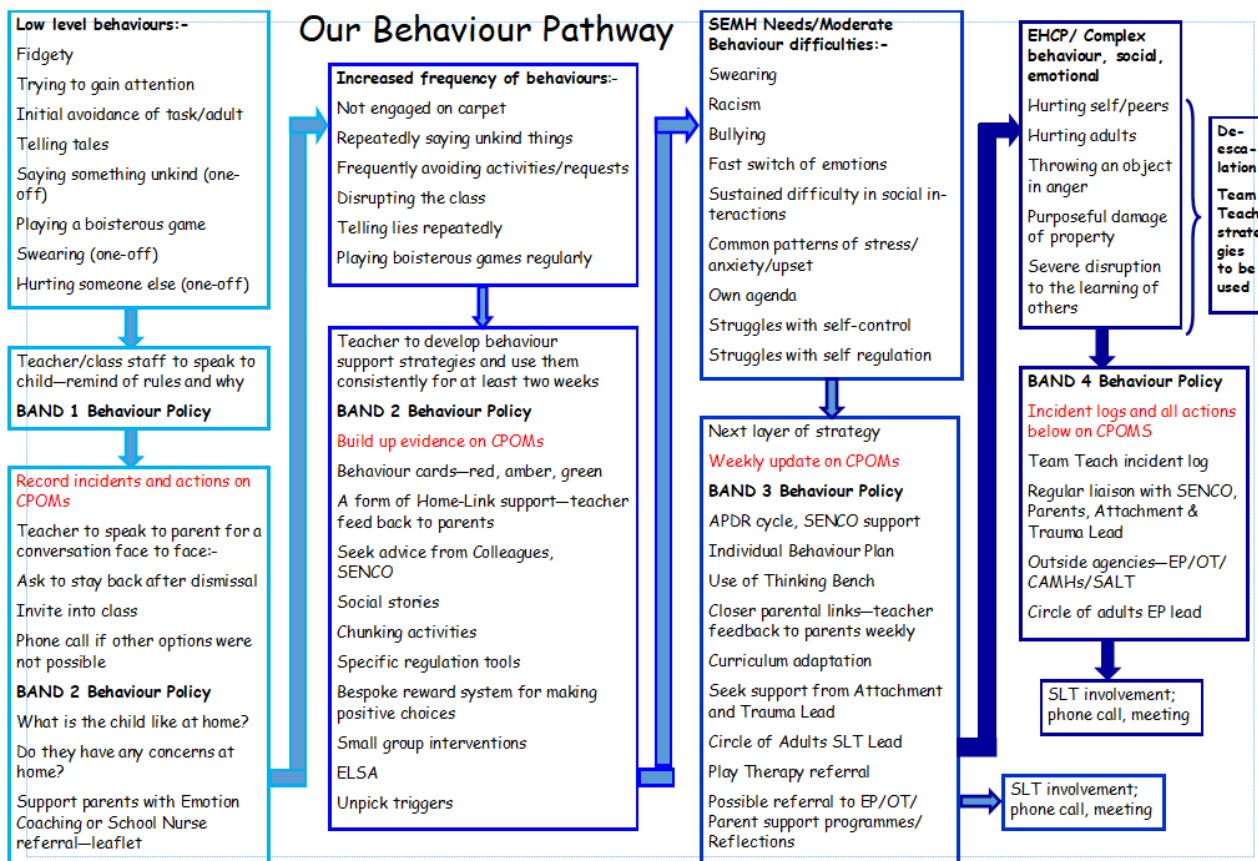
Appendix 5 (Walsall Behaviour and Relationship Policy Guidance for Schools)

STAR Approach – behaviour analysis chart

Sheet no _____ Child's name/initials _____

Date & time	Setting	Trigger	Action	Result	Initials of staff
	Where did incident occur?	What happened just before the incident?	What behaviour did the child display?	What was the result for the child? How did the adult/s respond? How did other children respond?	





Appendix 9

Links to Letters and documents related to Temporary (suspensions) and Permanent Exclusions

<https://link.walsall.gov.uk/Local-Authority/Student/Exclusions-and-Re-integration/Exclusion-Forms-Letters-2017-18>